REPORT RESUMES

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KINDERGARTEN OVERSEAS, A STUDY OF THE REQUIREMENTS FOR ESTABLISHING KINDERGARTEN AS PART OF THE DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS SCHOOLS. FINAL REPORT.
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THIS REPORT PRESENTS THE RESULTS OF A STUDY MADE TO DETERMINE THE REQUIREMENTS FOR EXPANDING OVERSEAS DEPENDENT SCHOOLS TO INCLUDE KINDERGARTEN. THE SPECIFIC OBJECTIVES OF THE STUDY WERE (1) TO DETERMINE PERSONNEL REQUIREMENTS, (2) TO DETERMINE FACILITY REQUIREMENTS, (3) TO DETERMINE EQUIPMENT AND EDUCATIONAL MATERIAL REQUIREMENTS, (4) TO DEVELOP A CURRICULUM GUIDE, (5) TO ESTIMATE COSTS. CHAPTERS II AND III DISCUSS THE RATIONALE FOR ESTABLISHING KINDERGARTENS AND THE METHODOLOGY USED IN THE STUDY. CHAPTER IV PRESENTS THE CURRICULUM GUIDE THAT WAS DEVELOPED, AND INCLUDES A SECTION COVERING THE INSTRUCTIONAL MATERIALS REQUIREMENTS. CHAPTER V CONSIDERS THE PERSONNEL REQUIREMENTS, BOTH PROFESSIONAL AND PARAPROFESSIONAL. CHAPTER VI PRESENTS THE COST ESTIMATES, BROKEN DOWN BY MILITARY OVERSEAS DISTRICTS. INDIVIDUAL SCHOOL SITE REPORTS AND OVERALL MONETARY REQUIREMENTS ARE GIVEN FOR EACH DISTRICT. THERE ARE 7 APPENDICES. (DR)

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September 1967

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I. INTRODUCTION

A. Background

It has long been recognized that a military post is a community with many non-military aspects which might characterize any community. At overseas locations, one such non-military activity found on almost every post is the educational system provided to serve the minor dependents of military and Department of Defense civilian personnel assigned to that location. Although it is common knowledge that U. S. military personnel are stationed throughout the world, and that, wherever possible, wives and children are permitted to be with them at their overseas locations, it is not generally known that a vast and sophisticated school system is provided for these children. "The Department of Defense Overseas Dependents Schools system is one of America's largest, exceeded in enrollment by only eight other American districts. Approximately 163,000 American youngsters now attend 310 schools in Europe, Asia, Africa, and the many islands of the seas." (3:460)

The significant fact, in relation to the purpose of this study, is that although the Dependents Schools provide an educational opportunity for 163,000 youngsters, grades one through twelve, no program is authorized for an additional 24,000 children of school age who reside at these locations. The educational program required for these children is kindergarten, but kindergarten is not part of the program of the Department of Defense Overseas Dependents Schools. However, with the increased awareness of the importance of a quality kindergarten experience as part of a total educational program, and with the keen and current interest in equality of educational opportunity, the Department of Defense authorized this study to determine the requirements for establishing kindergarten as an integral part of the educational program of its overseas Dependents Schools. The project was funded by the Department of Health, Education, and Welfare, and Ball State University, Muncie, Indiana was awarded the contract to conduct the study under the auspices of the Bureau of Research, U. S. Office of Education. The contractor was authorized 168 days (April 1, 1967 - September 15, 1967) in which to complete the project.

B. Delimitation of the Study

The proposal for the project delimited the study by identifying the major areas in which educational and logistic requirements would be needed to fund and implement a kindergarten program. In addition, the proposal included provision for a rationale for establishment of kindergartens in overseas locations, a comprehensive statement of purposes of kindergartens, and guidelines for preparation of a kindergarten curriculum. These inclusions would serve not only to establish a clear definition of the kindergarten program recommended by the study but could also be a curriculum guide for kindergarten teachers in the Dependents Schools.

The Department of Defense approved the following objectives of the study:

1. Determine requirements for professional and paraprofessional personnel to staff programs
2. Determine requirements for new facilities or for modification of existing facilities to house programs
3. Determine requirements for equipment and educational materials to supply programs.
4. Develop a kindergarten curriculum guide for Dependents Schools
5. Determine approximate costs of the above logistic requirements

Although the study was recognized as a massive undertaking because of its world-wide nature and magnitude, limiting it to these five dimensions enabled the project staff to devote its energies to the most significant aspects. Determination of additional costs, if any, for custodial services. utilities, medical services, and pupil transportation was not included in the design of the study. It was agreed that military departments could more appropriately determine these axillary logistic support costs through application of formulas reflecting the relevant variables that influence these particular services on military bases.

All requirements identified in the study were based on Department of Defense projections that are subject to changing military conditions throughout the world. The validity of the findings and recommendations which form the substance of this report depends upon acceptance of these variables as normal components of long range military planning.

II. RATIONALE FOR KINDERGARTEN EDUCATION IN DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS SCHOOLS

The American system of public education has as its cornerstone the firm conviction that equality of educational opportunity is essential to the preservation of a democratic republic in which the dignity of the individual is paramount. The contribution of the individual to his society is relative to his inherent potentialities, to his developed capacities, to his personal aspirations, to his physical and mental health and to the value system which influences his decisions. All factors but the first are modifiable through education, which provides a controlled environment to which the individual is encouraged to respond. It is axiomatic to say that if education is to have a maximal effect on the behavior of an individual, it should be introduced before extensive miseducation has occurred or before many irretrievable opportunities for education have been lost.

The fact that children under six years of age are educable in the real sense of the word has been conceded since the time of Plato and need not be argued here. Rather, the issue is whether such education should be part of a common system of schools, available to all on an equal basis, and supported by public funds. In contrast to that of some other countries (England, Australia, Denmark, Germany, France), the public system of education in the United States has not traditionally included kindergartens. It is this condition, more than any other, that has mitigated against the downward extension of educational opportunity to our younger citizens in a period when expansion upward to include adulthood and even retirement has been accepted as being in the national interest. This tradition has been challenged repeatedly by the federal government, which subsidized educational programs for children under six years of age during periods of national emergency, such as the years of the depression in the 1930's and World War II, and more recently, under Titles I and III of the Elementary and Secondary Education Act of 1965 and programs originating in the Office of Economic Opportunity. At present, over half of the states support kindergartens as part of the system of public schools for children. All fifty states endorse the principle of education for children under six years of age through permissive legislation which allows income from public taxes to be applied to support of kindergartens on the basis of local option. (16:3) Department of Defense school communities are not defined in terms of tax units and are therefore denied the exercise of such an option.

Latest figures (12:1) indicate that 2,641,000 (62.2%) five-year-olds in the United States were in school in October, 1966. Of this total, 2,582,000 (97.8%) were in kindergartens (predominantly public) and 59,000 (1.4%) were in nursery schools. In addition to these figures, 505,000 five-year-olds were enrolled in grades above the kindergarten level. The trend toward acceptance of kindergarten as an integral part of the public school system is evident. Enrollment increased from 1,272,000 in 1951-52 to 2,204,000 in 1964-65, a growth of 59.2% in the twelve years. (16:1)

Continuous and rapid expansion of kindergarten education in the United States attests to the growing conviction that this year of school makes a significant contribution to the development of children. The same trends and convictions are apparent in the communities of American citizens located overseas in the Armed Services, where kindergartens have become increasingly common, although not recognized officially as part of the system of schools for dependent children. Projections based on figures supplied by the Department of Defense and results of this study indicate that close to 24,000 children of kindergarten age will be residing in areas served by Overseas Dependents Schools. None of these children will be in publicly supported kindergartens, although they are part of a school system equivalent in student population to the ninth largest in the United States. (3:460)

The question relative to kindergartens which faces the individual states, the nation and the Department of Defense is not whether it is appropriate for five-year-old children to be in school, for this is already a matter of fact. They are attending school, and in ever increasing numbers. Rather, the question is whether it is compatible with the American tradition to permit this aspect of public education to continue as privileged education for some while being withheld from many children with equal rights and potentialities. It is the specific responsibility of the Department of Defense to decide whether it should support education for all five-year-olds under its jurisdiction or continue to permit some children to enjoy this privilege while denying it to others. It must further decide if it wishes to maintain a school program which is less comprehensive than is available in most communities and states from which servicemen and their families come, and to which they will return. (8, 17)

A frequent problem in developing a supporting rationale for kindergartens is a common misconception about the nature of the program. Individuals who would consider use of techniques and materials adapted to the high school student as inappropriate in the elementary school find it difficult to accept the idea that five-year-olds learn and must be taught in settings and ways somewhat different from those found in the primary grades. The level of maturity of the kindergarten child makes inappropriate for him an educational program which is dependent upon extended sedentary periods, continuous structuring and reliance upon the secondary language skills of reading and writing, but it does not make him ineducable. He responds constructively to a school setting which emphasizes sensory and manipulatory experiences, creative responses to his environment, free verbal and physical expression, and the challenges of new experiences offered under the guidance of a well-trained teacher. Cognitive skills of language and thinking are developed in such a setting, and the content areas of arithmetic, science, health, social studies, and citizenship are essential ingredients of the program. Rather than depending primarily on books in teaching the concepts and skills of these subject matter fields, the teacher plans lessons emphasizing first-hand learnings interpreted through discussion and involving active participation by the children. To label educative activity characterized by pleasurable response as meaningless play is like saying that a man's work is necessarily unproductive and insignificant if he enjoys what he is doing. Individuals who regard schooling for five-year-olds as an educational frill, while, at the same time, defending every child's democratic right to be in a first grade at six, are blind to the normalcy of individual differences which preclude definition of readiness for learning on the basis of the simple criterion of chronological age. Kindergarten education is as natural a downward extension of the educational structure as secondary schools are a continuation of schooling beyond the elementary level. That kindergartens and elementary school are not identical in organization or approaches to learning is not an indication of relative worth but a recognition that instructional approaches must be adapted to the maturity of the learner.

Long-term outcomes of education at any specific grade level, if sought in isolation from the continuum of the total program, are difficult to determine with absolute certainty. Research does not indicate that a year of schooling prior to entrance to a first grade guarantees long-term educational advantages to all children. On the other hand, the same statement would have to be made in respect to first grade or any other one year in the school program. There is a great volume of evidence, however, which supports the wisdom of making a year of kindergarten accessible to all children as a good educational investment. (2, 4, 5, 9, 16)

Psychologists have long insisted that periods of rapid growth and development provide maximal opportunities for education and establishment of sound habits. The preschool years are such a time. Psychiatrists have stressed the significance of the earliest years in establishment of personality characteristics, mental health and good adjustment when diagnosing causes of disorders in older children and adults. Sociologists have decried the long-term effects of deprivation and substandard home and family settings on behavior patterns of young people. Criminologists and social workers have emphasized the significance of early environment on mature attitudes and social adjustment. Medical doctors have stressed the advantages of early diagnosis and remediation in the physical realm. Child development specialists have been unanimous in their insistence that five-year-olds need and profit from the intellectual stimulation and the peer group contacts available in a school setting. Educational psychologists have demonstrated beyond possible refutation that intellectual potential, as generally expressed in terms of an IQ, is directly affected by the quality and degree of stimulation provided by the early environment.

Teachers of first grade classrooms agree that children who have already been in school a year are clearly distinguishable from those who have not. Kindergarten veterans find it easier to succeed in beginning reading and other areas of the first-year program and fewer must be retained. Some research indicates that early academic advantages of kindergarten attendance tend to dissipate as children remain in elementary school, but this must be anticipated as the background of common school experience increases. The special values of early schooling for children from culturally disadvantaged homes have been attested by results of Head Start programs and efforts to solve socio-educational problems in large urban centers. Gifted children have profited for many years from programs permitting them to begin schooling early and to progress at an accelerated rate.

Statistics (12:2) indicate that children under six years of age who come from higher income families are more likely to be in school, since costs of private education can be tolerated by this group. Educational needs of young children from culturally and financially disadvantaged environments are currently receiving increased attention through federally supported programs. These conditions leave a large segment of the population without facilities or organized means for providing kindergarten education for their children. A school program with proven significance for physical, emotional, social, mental and academic development of children should be equally available to all citizens.

American families living outside the United States in locations under the jurisdiction of the Department of Defense deserve educational opportunities commensurate with those accessible to other citizens. All five-year-olds of such families deserve equal educational opportunites, without differentiations based on parental income, rank, branch of the armed services or geographical location.

III. METHODOLOGY

To determine requirements for establishing kindergarten as an integral part of the educational program of the overseas Dependents Schools of the Department of Defense, the Ball State University research and survey team approached the task in two ways. First, a group of specialists in school administration experienced in making school surveys was selected to collect data about physical requirements for establishing kindergartens in the Dependents Schools. Next, persons knowledgeable in the field of early childhood education were named to prepare recommendations about kindergarten programs and personnel appropriate for the Dependents Schools. These two teams of professional educators collaborated to achieve the five objectives of the study outlined in the Introduction to this report.

The Department of Defense supplied projected data for autumn, 1969, about the number of children of kindergarten age anticipated for each military installation conducting a school for dependent children. A questionnaire (See Appendix A) designed to collect data about existing, adaptable, and leasable facilities and equipment for kindergartens, relative physical and climatic conditions, and special problems or considerations was sent to the chief school officer of each site having a potential for enrolling a kindergarten class. Ninety percent of the questionnaires were returned. In situations where data were incomplete or missing, the cooperation of the office of the Directorate for Dependents Education, U. S. Department of Defense, was solicited to secure needed information. These detailed data on facilities, their adequacy for serving as kindergartens, and other relevant topics were collected for use of the on-site visitors composing the survey team.

Seven members of the Ball State University staff made on-site visitations to 88 locations for Dependents Schools. This figure represented about 50 percent of the total number of such installations in overseas locations at which kindergarten enrollment was projected. Site selections were made by the Department of Defense, in cooperation with the project staff. The task of the on-site visitors was to inspect sites and buildings; to supplement and verify information supplied by the questionnaires; to confer with schools officers and engineers; to record findings, and to make professional judgments about locations, facilities, and equipment for establishment of kindergarten classrooms. In addition to checking existing school facilities for adaptability to kindergarten use, potential resources not presently used for educational purposes were also explored. Lease, purchase, and construction capabilities were investigated. Projected enrollment figures were verified or modified. Necessary improvements to existing and potential sites and facilities were delineated and cost estimates were developed. Subjective judgments and impressions were recorded, and a narrative as well as a statistical record of each visit was prepared. To assist members of the visiting team in collecting data and in reporting findings, a set of educational specifications for a kindergarten classroom was utilized. (See Appendix F).

Upon their return to the University campus, site visitors prepared an individual report of findings for each of the schools visited. Data on schools not visited by members of the team were secured from the questionnaires, from records in the office of the Directorate for Dependents Education, U. S. Department of Defense, and, when necessary, by direct communication with personnel on the site. Data on all sites were summarized in tabular form by districts and areas in the Department of Defense organization, with estimated costs at each level. A final summary of requirements and total costs for establishing kindergartens in the Dependents School system was prepared.

Members of the study staff delegated to work on requirements relative to curriculum and professional personnel for kindergartens in the Dependents Schools began their work by preparing a statement establishing a rationale supported by research and professional literature for support of an educational program for five-year-old children. This was followed by a comprehensive set of guidelines for kindergarten education, with special reference to needs of the Dependents Schools. Recommended qualifications for teachers and supporting personnel for kindergartens were compatible with those established by professional organizations and by practices within the Department of Defense. Lists of equipment and materials, plus a recommendation on library needs for both children and professional staff, were added. This section of the report also contained recommendations on preparation of a daily schedule for a kindergarten and a statement dealing with additional considerations for implementing a kindergarten program.

The report was concluded by a summary statement and a listing of recommendations supported by data compiled through this study relative to requirements established as purposes for the project. A bibliography of all references used or cited was compiled. Appended materials included specifications on classroom planning and construction, recommendations on equipment for kindergartens, and a copy of the data-collecting questionnaire.

The methodology applied in this study resulted in accumulation of data and information needed to determine requirements for establishing kindergartens in the Overseas Dependents schools of the Department of Defense. Conclusions and recommendations were based on the most comprehensive evidence available and upon professional judgments of the study team.

IV. A CURRICULUM GUIDE FOR KINDERGARTENS IN DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS SCHOOLS

A. A Preliminary Statement

The curriculum in a kindergarten is what happens to a child--not what is written in a text or a curriculum guide, or what is in the minds of well-meaning adults. It consists of the total range of experiences a child has at school. The teacher has responsibility for organizing and guiding these experiences, so that education contributing to achievement of acceptable goals results. No curriculum guide should be so limiting in its effect that it prevents creative teachers from adding to, omitting, or modifying its contents to facilitate optimal learning in a given social setting or in response to special needs of a specific group of five-year-olds. No single program of learning experiences could be equally appropriate for any two groups of children. Rather than attempting to define a sequence of activities to be "taught" on a prescriptive basis by all teachers in all kindergartens in a given school system, a good curriculum guide concentrates on what is to be accomplished and offers suggestions for achieving the objectives. A well-prepared, professional teacher utilizes this guide to plan an instructional program that takes advantage of the learning opportunities present in her school and community and adapts it to the needs, interests, and potentialities of her class.

A good kindergarten program helps each child become the individual only he can be and does not try to force him into a blueprint of the five-year-old. A good kindergarten program builds upon what a child already knows about language, things, and places; about attitudes, customs, and feelings; and about himself, his family, and other people. A good kindergarten program takes advantage of normal growth characteristics of five-year-olds and relates them to learning experiences adapted to each child as he is now and as he needs to become. It reflects children's needs to use their boundless energy in their quest to find out about their world and the people in it; to play out and to talk about what they are trying to learn; to experience approval for successes and reassurance when times get rough, and to be understood when their capacities for independence vary.

Five-year-olds require an educational program that stresses satisfying experiences but which also offers opportunities to learn by correcting mistakes under guidance from the teacher. A good kindergarten program allows for differences among children in maturation and readiness to learn, but it regards these as conditions which can be influenced. Neither a "sit and wait" approach nor a play school program are acceptable, for they underestimate the potentials for development in a rich and stimulating school environment. Kindergarten teachers plan experiences to build foundations for concepts in social studies, mathematics, science, health, language arts, and other fields. They provide many types of learning media and time for children to observe, explore, and experiment. Five-year-olds need many opportunities to talk, to listen, to sing, to dance, to dramatize, to laugh, to investigate, and to wonder, for they must become sensitive to the many stimuli in their environment and learn to react with enthusiasm and understanding.

A good kindergarten program has built into it, also, a consideration for the needs and interests of parents. The kindergarten teacher must take the initiative in developing a sense of partnership with parents who inevitably share in the educational process. Many parents need help in learning to understand the values and purposes of kindergarten so that they can support its program by influencing what the child does and learns at home. The qualities of the teacher-parent relationship developed during the kindergarten year establish foundations for constructive home-school relationships for the future. A good kindergarten teacher contributes significantly to the educational program when she helps groups of parents to understand, for instance, that play is the vehicle through which young children learn or when she helps an individual parent to understand why his child cannot reach his expectations but still needs and deserves acceptance. In addition to being led to an awareness that they are valuable resources for enriching a kindergarten program, parents should expect to profit personally from having a five-year-old in school.

Kindergarten children can and should learn much that is intellectually significant. Key concepts in academic areas should form the basis for content selection directed toward development of increased competence and understanding. It takes more than "play" alone or a teacher who "just loves little children" to further the development of cognitive skills. Children in today's complex world need help in learning to find meanings and to develop communication and thought processes. These emphases do not depreciate goals directed toward self-understanding, emotional maturity, mental health, physical well-being, values, appreciations, or social skills. Neither do they imply that a formal, "3-R" or "no-frill" approach should dominate in the curriculum of the kindergarten. What they do make essential is a program planned to contribute to development of a child as a total individual, always considering the inevitable fact that children come to school with a wide variation in potential for learning and that any good educational program accepts this condition as normal and adapts to it. There is nothing to be gained by attempting to implant the first grade program into the kindergarten. Neither is it wise to establish unscalable barriers between what is taught in first grade and what is permissible in kindergarten. The program of education represents a continuum which is not definable by grade levels. Rather, it is a progressive entity for each individual.

The content of a kindergarten curriculum is not limited to what is found in books, although no adequate kindergarten could function without a library. The educational program experienced by a five-year-old in school explores many of the approaches to learning that an intelligent but illiterate adult uses to find out what he needs to know. The contention that a kindergarten pupil can learn no content of significance is as ridiculous as the assertion that an adult who cannot read has no means for increasing his knowledge. The kindergarten curriculum utilizes avenues to learning appropriate for five-year-olds, recognizing that the best preparation for first grade is a year of school devoted to broadening of experience and development of potential.

A child reflects unique hereditary influences, but he also responds to a social setting which affects his values, his facility with language, his attitudes, his interests, and his store of information. As a consequence, no two children can have identical personalities. Despite these contributors to individualism, there are certain tasks which American society requires a child to master if he is to make the progress that is normally expected. During the process of maturing, all children are expected to master these tasks to the degree that their individualities permit. Hammond (6:104-7) lists seven developmental tasks in the personal-social realm which are appropriate to early childhood. The kindergarten program is planned to assist five-year-olds in:

1. Achieving an appropriate dependence-independence pattern
2. Achieving an appropriate giving-receiving pattern of affection
3. Relating to changing social groups
4. Developing a conscience
5. Learning one's psycho-socio-biological sex role
6. Accepting and adjusting to a changing body
7. Developing an appropriate symbol system and conceptual abilities.

Kindergartens respond to these expectations of society by providing opportunities and experiences to help children learn ways of achieving in these aspects of human behavior. For instance, a child must adjust to less attention from adults when he becomes a member of a school group. As he does so, he becomes more independent and capable of sharing the teacher's attention with others. Teachers who are aware of their responsibility to further such development provide a warm, accepting atmosphere in the classroom, thus allowing a child to feel secure as he adjusts to less personal attention. They also encourage children to work with materials and to participate in activities that will help them become more independent. In similar ways, each developmental task is incorporated into the goals and curriculum of the kindergarten.

The kindergarten curriculum consists of a guided set of experiences appropriately adapted to the maturity, potentialities, interests, needs and experiential backgrounds of a group of five-year-old children. It is educative and developmental in intent and it reflects the social and cultural aspirations and values of the society it serves. Kindergarten accepts children as products of their culture and as individuals whose personalities and potentialities for learning represent the gamut of the population. The kindergarten curriculum is the vehicle for introducing a heterogeneous group of children to the educational system established by society for its benefit. The kindergarten teacher assumes responsibility for providing learning opportunities that will promote the optimal development of each child so that the first year of school will be a satisfying and productive first step toward a lifetime of education.

B. Curricular Emphases for the Kindergartens and Suggested Practices

The following comprehensive ideas adapted from Lorraine Sherer (13:1-35) are presented as guidelines to selection of curricular emphases in the kindergarten. They constitute the bases for planning a good educational program for five-year-old children. They are the criteria against which a kindergarten facility and its curriculum must be evaluated, for they define the conditions conducive to optimal learning for this age group.

1. Each child must be made to feel secure and must have few emotional upsets at the beginning of his school career.
2. Each child must learn how to work and play as a member of many types of groups.
3. Each child must be helped to learn to think.
4. Each child must have time--time to develop self-dependence; time to learn best ways of doing things; time to learn to accept himself and others.
5. Each child is entitled to physical activities, both indoors and out, which develop physical and mental health.
6. Each child has the right to have help in expanding his knowledge in many directions and in locating and using information.
7. Each child needs successful experiences with language as a satisfying means of communication and expression.
8. Each child needs aesthetic experiences that are satisfying.
9. Each child needs space, equipment, and materials for the activities which are designed to nurture him.
10. Each child deserves a good, warm, supportive, professional teacher.

To adsist a kindergarten teacher in translating the above ten comprehensive ideas into an educational program or curriculum, each will be examined in some detail. Practices for implementing each will be suggested as illustrations of how a knowledgeable teacher uses such theoretical concepts to guide her professional practices.

1. Each child must be made to feel secure and must have few emotional upsets at the beginning of his school career.

It is important that parents and children be prepared for the beginning of kindergarten well in advance of the day school opens. Five-year-olds need to know what to expect.

a. Does the principal explain the program to parents through letters, conferences, spring meetings, booklets or study groups?
b. Is the teacher one who can interpret the purposes and values of a program for five-year-olds? Does she help both children and parents feel confident about the program? Can she recognize that parents, as well as children, have different needs?
c. Does the kindergarten program planned by the teacher give children a feeling of value, a sensation of being welcome, and a conviction that the kindergarten is a worthwhile place for them to be? If the children have these attitudes, their parents will, too.
d. Does the kindergarten environment make it easy for children to establish friendships quickly and easily? Does the atmosphere free or frighten a five-year-old?

Suggested Practices:

Encourage mothers to bring their children to visit the kindergarten during the spring months so that the transition to school life will be made more easily. Permit mothers to accompany and remain with less secure children at the beginning of the kindergarten year until self-confidence has been established.

Plan shorter sessions for a few days, if possible, so children do not become exhausted or over-stimulated.

Try staggering the children's attendance for the first few days. This will help school beginners to establish good relationships without submerging them in a large group of strangers.

Help children to understand that they are free to choose and change work or play activities at first, if they desire.

Introduce new activities and materials gradually so that young children's tolerances for innovation will not be exceeded.

Use each child's name often and encourage the group to learn the names of all the children.

2. Each child must learn how to work and play as a member of many types of groups.

Children learn many ways to feel about things. They learn to love, to hate, to trust, to fear, to imitate and to enjoy. They learn that there are ways to compete and ways to cooperate, and that sometimes the social processes end in conflict. If a teacher is aware of the importance of group living, children learn social skills at first hand as they cope, under guidance, with the problems of living in a community of their peers.

a. Does the school help each individual feel valued and wanted while, at the same time, help him accept and understand that others are alsy valued and entitled to time and attention from the teacher?
b. Does the kindergarten help twenty-five individualists become members of a group and, at the same time, help each child to preserve his individuality?

Suggested practices:
Acknowledge a child's being there--through a smile, a pat, or a glance.

Give praise for something well done.

Give comfort for physical or emotional hurt.

Provide justice when life goes all wrong.

Help children to help each other.

c. Does the school help children become more dependent on themselves, more confident of themselves, and more able to control themselves?
d. Does a child like himself because of what happens when he does his best?
e. Can he really count on himself?

Suggested practices:
Offer him help when he needs it.

Help him to accept mistakes without feeling inadequate or out-of-sorts.

Comment on good deeds.

Plan for successes rather than failures.

Give the child a chance to depend on his own ability.

f. Does a child begin to manage his socially unacceptable behavior in ways which are more acceptable? Does he get help, if he needs it, to learn how to work and play with others?

g. Does the teacher help children understand that one does different things with different people because interests and abilities differ?

Suggested practices:

Keep objective records of a child's behavior:

-what he likes
-what he dislikes
-what he avoids
-what he resists
-what he chooses.

Find ways to help him by using these ideas as keys.

h. Do children have the opportunity to become more self-reliant? Are they becoming considerate of others?

Suggested practices:

Teach youngsters how to take off coats, sweaters, and boots.

Teach children about getting things out and putting things away.

Help a child learn to clean up after a work period.

Indicate what a child should do first, next, and next.

Be kind and considerate yourself.

i. Are there routines which are necessary for comfortable group living?

j. Are the children aware of regulations that are consistent, clear and necessary? Do children understand the role of an authority figure in democratic group living?

Suggested practices:

Establish signals for attention-getting.

Explain and demonstrate safety rules and regulations.

Review specific regulations for some activities.

Let children make some of the rules.

Inform children in advance of the consequences of an unacceptable action--not as a threat but as information about what to anticipate.

Help children understand the regulations. Keep rules to a minimum, but enforce those that are necessary.

k. Does the kindergarten help children learn about groups and how one finds ways to belong to one? Are there small groups which give children a chance to choose?

l. Are the children learning that both work and play can be social activities made more pleasurable and productive in a group situation?

Suggested practices:

Give children many group experiences as they:

-model with clay
-paint at the easel
-listen to records
-listen to a story
-construct with blocks
-dramatize roles in the home center.

Have a planning period before children begin group activities.

Talk about interesting things done in groups and why it is fun to do them.

m. Are there experiences with groups that are more informal--that give children opportunities to talk and listen without the teacher's admonition to "sit still" or "be quiet?"

Suggested practices:
Use an unexpected occurrence or event as a springboard for informal talk.

Help children distinguish between conversation during free time or before school begins and discussion during a "class" period.

n. Are there sessions in which the whole group becomes an audience or part of a participation experience? If so, does the teacher know the difficulty young children have in sitting still for long periods?

Suggested practices:
Encourage children to share with the whole group as they:

-talk about plans for a trip
-listen to a story
-learn a song
-plan a party
-show something of real interest
-talk about an exciting happening.

Keep sedentary periods brief--10 to 15 minutes--when the total group is involved.

Accept as normal the constant shifting of position that will occur.

o. Are there times when children can really be "alone" and "on their own?"
p. Does the teacher recognize that the constant stimulation of group contact can be exhausting for young children?

Suggested practices:
Allow a child to:

-choose a book just to browse through

-dress a "baby"
-wash dishes
-sit in a corner because he chooses to do so
-discover the beauty of a prism
-hold something soft and cuddly.

Permit and encourage some children to withdraw from group activities while the rest continue.

Provide a "quiet" corner as a refuge.

3. Each child must be helped to learn to think.

Education has as one of its basic purposes the development of cognitive skills. Keeping alive the insatiable curiosity of fives--to ask, to observe, to discover, to test, to explore, to imagine--is a real challenge for kindergarten teachers. Skill in thinking independently, constructively and creatively is basic to all scholarly activity--whether one is five, fifteen or fifty. Since skills are developed with practice through time, and since cognitive skills are the most difficult of all to master, kindergartens should lay the foundations in this area of human behavior.

a. In a kindergarten, are children encouraged to recognize, define and solve problems? Are children's imaginations rewarded? Are children learning how to learn?

Suggested practices:

Give children a chance to ask questions and to weigh alternative solutions.

Encourage children to work out solutions rather than telling them all the answers.

Encourage children to really look at what they see and to describe with precision.

Give youngsters a chance to test their ideas by trying them out or through discussion with others.

Encourage a child to discover new ways of doing things, of saying things and of thinking about things.

b. Do the children have enough to think about?

Suggested practices:

Use as many sensory approaches as possible--look at a duck, hold it, listen to it, talk about it.

Draw on real experiences in the program so that children can build concepts for themselves.

Help children attach precise meanings to words.

Ask questions and make observations that encourage thoughtful responses.

c. Is the program free of busy work and "intellectual tranquilizers?" Is there opportunity for children to extend their own interests?

Suggested practices:

Plan activities which have real purpose and meaning for children, e.g., construct puppets for a show rather than color pictures within the lines.

Encourage a child who likes to collect bugs to share his knowledge with the group.

Help children find books to use which further their interests. Avoid use of duplicated "seat work" which all children work at simultaneously and which has no value when completed.

d. Does the teacher, by her personality as well as her methodology, encourage children to feel confident to try new ideas, discover new ways and feel good about themselves?

Suggested practices:

Support children when they need it.

Let children know you have expectancies that they can fulfill.

Prevent destructive tensions in a classroom.

Teach children the difference between constructive and destructive criticism.

Help children understand that failure does not automatically result in rejection.

4. Each child must have time--time to develop self-dependence; time to learn best ways of doing things; time to learn to accept himself and others.

It takes time for children to learn. It takes time for children to grow. The adult concept of the need to economize time is foreign to the value system of young children. It is doubtful whether there is any single time when all children should be expected to learn any specific thing.

a. Is there time enough in a five-year-old's day to permit him to succeed at and to finish a task, thus helping him grow in self-dependence and feel satisfaction in achievement?
b. Is there time to repeat an enjoyable experience?
c. Does a child have time to explore?
d. Does he ever have an opportunity to think about and to test what he has investigated and concluded?
e. Is there time allowed for the child whose own time-clock is set at a slower pace?
f. Is the schedule flexible and organized into large time-blocks so that time adjustments are possible?

Suggested practices:

Give children a chance to choose solitary activities.

Select and plan experiences for children so there is opportunity for each to finish a task.

Expect to teach many things in small groups, rather than trying to teach everything to the entire class at the same time. Readiness will vary.

Schedule activities so children may work at their own speeds. Encourage children to discover for themselves.

5. **Each child is entitled to physical activities, both indoors and out, which develop physical and mental health.**

Five-year-old children need to spend much time out of doors when climatic conditions permit. There should be adequate space and equipment for development of muscle systems and motor skills. The space should be large enough so that children can run freely, ride wheeled vehicles, climb easily on jungle gyms, slide and climb on a slide, jump, skip, gallop, or build with blocks. Adequate space reduces social conflicts and emotional upsets as children learn to live together. A sheltered, hard surfaced section is highly desirable in the play area. Indoor play space and equipment are essential but, because of their more restrictive qualities, they must be well supplemented by an outdoor playground.

a. Does the program include in-door and out-of-door activities that further physical growth?

Suggested practices:

Encourage use of equipment conducive to

-climbing
-sliding
-swinging
-balancing
-building
-pedaling
-pushing
-pulling.

Encourage free play (sometimes accompanied by music) which furthers both physical and social development

-playing with balls
-running
-jumping
-skipping
-galloping.

Use rhythmical activities

-interpret the whirring of a plane
-imitate the clopping of a horse
-dramatize the lumbering of an elephant

Use socializing games now and then

- a loosely structured game such as Looby-Loo or The Farmer in the Dell.

b. Do children have the opportunity to channel strong emotions in a constructive way?

Suggested practices:
Let children

- role play
- construct
- work with clay
- use fingerpaint
- garden
- play in a sandbox
- play in water
- paint
- do rhythms
- use puppets
- throw balls.

c. Do children have a chance to recoup their energies? Is the program planned so that there are periods of activity and rest alternated through the day?

Suggested practices:

Allow a child to relax or rest as he needs it. Let him sit idly, stretch, change activities, putter or take a nap when tension or exhaustion is evident.

Be prepared to "shift gears" briefly when conditions indicate that a change in pace is needed.

Let snack time be unhurried and pleasant. In addition to replenishing energy, this period is used to develop healthful habits and to provide an opportunity to learn to be social.

6. Each child has the right to have help in expanding his knowledge in many directions and in locating and using information.

Kindergarten teachers capitalize on the curiosity of young children by directing it, both formally and incidentally, to content in the recognized fields of knowledge. Emphases are not on comprehensive treatment of any single field or topic but on opening new doors, correcting gross misconceptions, expanding understandings and stimulating interest in further investigation. Enough is offered to satisfy the immediate needs of young children, but care is taken to guarantee that curiosity and interest are not stifled by inundating them with more information than they are seeking.

a. Is the kindergarten a real learning laboratory? Does the child learn about people, processes, places and events?

People: Who are the people he should be learning about? What do they do?

Suggested practices:

Help a child become acquainted with the people in the school.

Learn about the home and family of each child in the kindergarten.

Processes: How are things done?

Suggested practices:
Give children the opportunity to

-cook
-measure
-paint
-construct
-dramatize

Take them to see real people working at their jobs.

Places: What are the components of the child's life space?

Suggested practices:
Help children learn about the classroom, the school, the homes, the stores, the airport, the base, natural phenomena in the setting.

Help children learn how to get from one place to another--transportation, routes.

__Events__: What happens at school, at home, in the community, on the base, or on television?

__Suggested practices__:
Take trips within the school and the community.

Help a child understand his setting in a different culture.

Hear about picnics, parties, trips.

Listen to children, share special events.

- -a new baby
- -a new car
- -a wedding
- -a community activity in which they were involved
- -invite quests, both adults and children, to tell what they do and how they live or work.

b. Does the kindergarten program use the physical environment to develop an interest in science? Is each child growing in his understanding of nature, tools and machines?

__Nature__: Animals--their names, homes, what they eat. Plants--their names and how they look, where and how they grow.

Weather and seasons

Rocks

__Suggested practices__:
Take walks in a park at different seasons.

Take time to look at, hear, discover and enjoy what nature provides.

Observe things at first hand.

Collect, categorize and display objects.

Maintain a weather chart.

Tools and Machines: What are they? How are they used? Which ones can children use? Which ones must children only observe?

Suggested practices:

Watch road building and other construction machinery, such as a lift, a cement mixer or a crane.

Play with toys designed as simple machines.

Watch machines at work in the home.

Build simple objects from soft wood, using regular saws, hammers and augers.

Study and handle the tools of a carpenter, a painter, a telephone lineman, or a plumber.

c. Are children taught to replace fear or apprehension about the unfamiliar with caution and constructive action?

Suggested practices:

Help children become familiar with
- -bugs
- -frogs
- -earthworms
- -furry animals.

Promote friendly contacts with
- -the principal
- -the guards
- -the policeman.

Help children develop self-control
- -during fire drills
- -during a playground accident.

d. Does the kindergarten provide experiences which help children get, use, assimilate and interpret information? Can children solve problems; do they know how to get and use accurate information, and are they beginning to generalize?

Suggested practices:

Help children get information through
- -observing
- -experimenting

- -trying out models
- -asking
- -looking at pictures
- -looking at films
- -looking at slides
- -listening.

Help children use information through
- -actual trying out
- -constructing
- -telling about
- -describing.

Help children interpret information through
- -dramatic play
- -painting
- -clay modeling
- -singing
- -rhythms
- -oral language.

e. Does the kindergarten program encourage a child to pursue an interest and even to reach out for more information and more depth? Does the teacher add to existing interests and create new ones?

Suggested practices:

Encourage role playing as a result of interest in a new baby.

Promote further interest in farm machinery through a trip to a farm.

Spark interests in many maps through an experience with a map on a trip.

Encourage talking, making pictures, and dictating stories to the teacher after a plane trip.

Encourage collections after hearing about or looking at insects in a book.

f. Are children beginning to understand mathematics? Are they being helped to become aware of the quantitative characteristics of experiences in their environment? Are concrete experiences used to further understanding? Are children being encouraged to apply mathematical concepts in play activities? Can they relate mathematical skills to practical problems?

Suggested practices:

Use mathematical objects in play
- -money
- -clocks
- -thermometers
- -tickets
- -milk cartons
- -scales
- -measuring cups.

Use mathematical concepts in
- -measurement
- -judging form and position in block construction
- -deciding where to put things
- -learning how to avoid collisions.

Use counting to solve problems of sharing.

Use precise words that describe number, measurement, position, quantity, size and form.

g. Does the kindergarten provide experiences that give a child a feeling of self-dependence and self-confidence?

Suggested practices:

Help a child to be one who
- -can find help
- -can use materials well
- -knows how to use different materials
- -can tell a group something he thinks
- -knows the way around.

Show children how they can help each other.

Encourage them to accept and discharge responsibilities relating to housekeeping tasks in the classroom, care of toys and equipment, and in dealing with visitors.

h. Is there evidence that children are learning new vocabulary and more comprehensive meanings for words they already know?

Suggested practices:

Help children know
- -words for things
- -action words
- -descriptive words
- -words for quantity
- -words for quality.

Call attention to uniquely expressive ways of saying things.

Point out interesting words and descriptions in stories read to the children.

7. Each child needs successful experiences with language as a satisfying means of communication and expression.

In kindergarten, as at other levels of the elementary school, the program is concerned with all facets of language as a communication medium. However, the primary skills of speaking and listening receive more emphasis because these are the ones the children are using. Subsequent successes in reading and writing are dependent on the level of competence achieved in the aural--oral aspects of communication. The language program in the kindergarten helps children to grasp the meaning and to appreciate the convenience of effective communication. It aims at providing an adequate vocabulary for expression of one's thoughts and opportunities for acquiring facility in communication through practice. It stresses skills required for listening, the receptor aspect of communication. It takes the first steps in helping a child to transfer to the secondary language skills of reading and writing what he already knows about speaking and listening. It emphasizes the meanings of words and their utility as tools for thinking. It stresses development of attitudes and interests that support future programs in the language arts.

a. Are there many times when spontaneous exchanges of ideas are encouraged?

Suggested practices:

Encourage communication between
- -child and child
- -child and teacher
- -child and small group

Support the quiet or uncommunicative child in his initial attempts to share his thoughts.

b. Do the children try out new words and practice oral language on their own? Practice and repetition help children acquire the security in using words that comes with familiarity. They encourage experimentation with different ways of saying things and help children attach sensory images to word symbols.

Suggested practices:

Recognize that small children talk to themselves as they play or work, since their thinking is often accompanied by vocalization.

Encourage children to chant or carry on monologues or dialogues while doing such things as modeling--just to have fun with words.

Encourage children to be interested in the language spoken by children in the country where they are located.

Share with children the work stories and songs indigenous to the setting.

c. Does the kindergarten help all children--the shy, the verbal, the incessant talker--to use language in a comfortable and courteous way in a variety of situations? These include times for conversation, discussion, sharing, and listening to stories and directions.

Suggested practices:

Encourage conversation and sharing of ideas when children are working or playing together.

Help children understand that one shares in conversation in much the same way as one shares toys with a playmate.

Encourage discussion as a substitute for arguing or fighting.

Use discussion as a way of making plans
-settling who is going to paint today

- taking turns with play equipment
- learning how to get on the school bus
- deciding where to build our "city".

Use audience situations to teach how to listen to something that is worth hearing
- letting a child tell something exciting
- sharing with everyone what one has learned from a grandfather
- listening to the teacher as she reads, reports or explains.

d. Do the children have opportunities to use dramatic play? Children use this means to interpret their experiences and to try out adult roles as they conceive them. By observing dramatic play, teachers check on how children feel about important aspects of their lives, what they consider important, and how they see themselves, as well as their language skills and the quality of the language patterns serving as their models.

Suggested practices:
Provide simple props to encourage children to play roles that are significant to them, e.g., mother, father, baby, the children, the doctor, the teacher, or the TV announcer.

Dramatize stories about animals and children exemplifying a range of personal qualities.

e. Does the program help children become interested in expressive language through storytelling and use of poetry, rhymes and jingles?

Suggested practices:
Tell or read stories to children to provide opportunities for them to hear good examples of expressive language.

Use storytelling as a lure toward reading and literature.

Use poetry, rhymes and jingles where they fit in

- when there is snow or a storm
- when children are tired
- when someone has used an apt expression.

f. Does the program allow for much reading to the children?

Children pick up words and ideas and begin to grasp the meaning and purpose of books and reading as they listen to a good reader. They learn to "read" pictures, to handle books and to grasp the sequential nature of events in a story.

Suggested practices:

Read aloud from picture-story books so that children will begin to enjoy literature.

Invite children to listen, to discuss and to dramatize.

Help children to make up stories and to illustrate them.

Read aloud from informational picture books to develop interest in books as sources of knowledge, as well as of entertainment.

Read about
- a fireman, if that interest has been sparked
- animals after a trip to a farm
- simple machines after playing with wheeled toys.

Let children tell the information, use it and look at the books afterward.

Steer children toward a particular book that
- answers a question
- helps solve a problem
- is fun.

g. Does the teacher encourage children to find out about books as a personal choice experience?

Suggested practices:

Give children a chance to browse in the book corner.

Encourage children to make a picture about a book.

Encourage children to find a book to share.

Let children enjoy a book alone.

h. Is there a library in a special place in the classroom? Is it inviting for children? Are there books there which appeal to those who "don't like books much", as well as to those who love books?

Suggested practices:

Have many books of diversified content, shape and size.

Change books often, returning familiar books at intervals.

Add new books and encourage children to identify them.

Feature books through special displays.

i. Is there a chance for children who are already reading to continue doing so and to feel comfortable about it? Is there also a chance for children who need more experience before they are ready to read to feel comfortable in the same room?

Suggested practices:

Make reading a self-chosen activity.

Help the child by being an audience for him, or by reading to or with him.

Be careful not to give a precocious child's reading development a set-back.

Support those who are not reading, as well as those who are.

Emphasize individual and small group approaches to development of reading skills. Refrain from reliance on formalized approaches to early instruction in reading.

8. Each child needs aesthetic experiences that are satisfying.

Aesthetic experiences in the kindergarten involve exploring many graphic media and ways to produce and respond to music. They include learning how it feels to be a poet or an actor. They encourage discriminating observation and appreciation. They provide the satisfactions that come from creating something all one's own and from sharing results with others. They promote confidence in one's ability to express himself artistically. They lay foundations for participating in aesthetic activities and for respecting aesthetic achievements. Positive orientations result from having enjoyed artistic, musical and literary experiences, both as producers and as consumers.

The quality of a kindergarten child's participation in aesthetic activities is more important than the products of his efforts. Skills will be developed later with practice and instruction, if the will to produce and to enjoy art, music and literature are not stifled. The teacher's attitude is vital, for it is in imitation of her enthusiasm and in response to her support and sympathetic understanding that the young child learns to appreciate through participation. By guiding a young child's uninhibited responses to aesthetic stimuli and opportunities, the teacher liberates and nurtures his artistic potentialities.

a. Does the kindergarten provide space, materials and conditions through which children can create, can have ideas and feelings, can find out about things and can enjoy what other children do?

Suggested practices:

Let children paint with finger paint to
- find out about colors
- find out about the feel
- find out about the joy of discovering what your hands and fingers can do.

Encourage children to draw with crayons as well as to color with them.

Demonstrate for children in clay modeling. Let them get the feel of the material as shapes emerge and recede in new forms.

Allow children to make "pictures" in sand and earth, using water to discover what can happen.

Provide situations in which children can
- invent with wood to find out what can be done with it
- discover how nails work
- find out how tools can be used to make things.

Let children utilize odds and ends such as paper, yarn, buttons, and cardboard to make collages.

Help children to look at and enjoy the beauty in artistic creations of others, as in
- pictures
- arrangements of flowers
- objects inside and out-of-doors
- color combinations in clothing.

Let a child "make music" with his own voice as his body expresses the rhythm.

Use instruments sometimes, as well as records.

Sing alone or with other children to enjoy
- the words
- the mood
- the melody

Help children "make music" with instruments to explore sound, pitch and tone.

Help children discover ways in which they can move as animals, machines, etc.

Listen to many types of music, both vocal and instrumental, including
- folk music
- gay music
- lilting music
- loud music
- soft music
- music indigenous to a culture or country

Encourage children to accompany rhythmical and dramatic play with words through

- -spontaneous chanting on walks
- -repetitive rhymes or jingles during games
- -finger plays and body movements while singing or reciting poetry.

Help children discover, sense, and feel the imagery, the sounds and the rhythms of poetry.

Use poetry that fits an activity or expresses a mood.

Be sensitive to the therapeutic value of aesthetic experiences in the personal development of children.

9. Each child needs space, equipment, and materials for the activities which are designed to nurture him.

A good kindergarten must have adequate space, appropriate equipment and varied materials. The safety factor is highly important. Careful planning and supervision are needed in activities requiring the use of tools, playground equipment, pets, and toys.

In the physical setting, provision must be made for adequate and easily controlled light and heat at the floor level, windows low enough for children to look out, decorator colors that appeal to young children and are harmonious, open space in which to play, room to work and to gather in groups, cupboards and shelves to store equipment and materials, easily moved furniture with no protrusions and scaled to needs of young children, adequate toilet and clean-up facilities, and space to store outdoor clothing. All areas must be planned to facilitate easy supervision by the teacher. The total facility must be conceived as a laboratory for active living and learning by five-year-old children under the guidance of a well-prepared teacher.

a. Are the physical facilities safe and "right" for fives?

Suggested practices:

Make sure the room is planned for five-year-olds, rather than being designed to satisfy adults.

Check surfaces of furniture, window sills, etc. to see that they are smooth, free from splinters and sharp corners, and easily cleaned.

Provide an area rug for group activities of a sedentary nature. Be sure it can be swept and cleaned easily.

Have chairs and work tables that can be adjusted or are of varying heights.

Keep a regular check on ventilation and on window shades to control glare.

b. Is there space enough outdoors and indoors?

Five-year-olds should play outdoors daily, when weather permits. Indoor space should permit free movement and location of five or six flexible activity centers which can be used without interference with each other.

Suggested practices:

Have space to run, gallop, and play ball, to put playground equipment; to ride tricycles; to build; to dramatize; to dig; to paint; to play in water, and to use clay.

Set up a playhouse center big enough to use.

Be sure there is floor space for blocks and floor toys.

Set up a center for use of art media and for constructing things with real tools.

Arrange an area for books, puzzles, and games; a place for science; a spot for solitary activities, and room for a rug.

Provide an outdoor play area that includes shaded and protected areas, varied surfaces, stationary and portable equipment, trees and plants, storage facilities, and an enclosing fence.

c. Are there enough materials and equipment to carry out a good kindergarten program?

Suggested practices:

Use a variety of materials and equipment to help children grow and develop. Most must be obtained from commercial sources, but some can be secured without cost by an ingenious teacher.

10. Each child deserves a good, warm, supportive, professional teacher.

a. The kindergarten requires a teacher who likes young children and enjoys working with them, is professionally prepared, is wholesome and understanding, is energetic and creative, and who can work easily with parents.

b. The kindergarten teacher works as a professional who coordinates the contributions of other professionals, specialists, auxiliary personnel and aides to provide a good educational program for five-year-olds.

A kindergarten curriculum consists of what happens to a five-year-old child during the time he is in school. The sequence of learning experiences constituting any given school day must be planned carefully by the teacher to reflect a progression from what occurred yesterday to what is anticipated for tomorrow. Each daily schedule must be conceived as a unit in a continuum of todays, so that the total educational program will have a unity and integrity based on consistent emphases, basic principles of learning and development, and a clear concept of purposes and goals.

Although variations and adaptations are normal in the kindergarten schedule, some basic "rules-of-thumb" should always be kept in mind:

1. The length of the kindergarten day should reflect the maturity of the children.

   Kindergartens function on half-day programs, unless special day-care considerations are included in planning. They may begin somewhat later in the day and dismiss earlier than do classes for older children. Emphasis on perfect attendance is less strict because tolerances vary considerably in young children and infectious ailments are more frequent.

2. The schedule should provide for wise distribution of stimulating, active periods and calming, quieter times.

   Sedentary periods should follow those that require physical activity. Listening times should follow those which encourage talking. It should be remembered that periods of relative inactivity must be brief for young children.

3. Individual and group activities should be balanced and distributed wisely.

   Some children may find group experiences overly stimulating if they are not interspersed with times for working or playing alone or with a single friend. Work or play groups function best if they do not exceed 5 or 6 in number. Total group activities are demanding on young children because they are unable to relate to so many persons simultaneously, and because they feel less personally oriented to the teacher at such times.

4. There must be times for planning, discussing and evaluating.

   Young children need experiences in thinking through an activity from its inception to its completion. Continuity is provided through planning. Evaluation is essential to development of standards. Each day should begin and end with times when plans are made and progress is evaluated.

5. The daily schedule should be planned around large blocks of time.

   Flexibility in planning is promoted when the day is not broken up into small units of time. When there is a work time block, a communications block, a rest and play block, plus times for sharing and planning, the schedule becomes a more flexible vehicle for adapting the day's activities to the needs of the children and to incidental learning opportunities.

6. The schedule should make transition easy from one activity to another.

Sequential activities that require different sets of materials cause confusion. Excessive movement during transitional periods increases the possibilities for conflict. If activity time is followed by story time, with looking at books planned as a transitional opportunity, there will be no need to put undue pressure on children who require just a little more time to finish what they are doing or to clean up. Outdoor play time might be scheduled just prior to going-home time in cold weather when heavy clothing is worn.

7. The schedule should routinize activities that occur regularly and deal with physical needs.

   Such activities as lunch, rest and outdoor play should be scheduled routinely so that the children's physical needs and expectations can be met. Toilet needs should be met individually during the day unless facilities are not part of the kindergarten unit. The kindergarten day should begin and end at regular times. Young children have immature time concepts and depend on routines and predictable sequences to bring order into their days.

8. The daily schedule should reflect a varied and balanced educational program.

   A kindergarten day should include experiences dealing with concerns of many fields of knowledge. It should be balanced in content, in kinds of activities provided, and in provision for groups and individuals. It should include work on a simple theme or continuing center of interest to provide continuity, as well as on short term concerns. Although daily schedules will vary in their emphases, the weekly program of activities should represent a balanced approach to the education of five-year-olds.

The daily schedule of learning activities in the kindergarten constitutes the vehicle through which a teacher plans and effects the sequence of events constituting the curriculum experienced by the children. Its quality will be the measure of the teacher's professional preparation, her experience, her sensitivity to the needs of children and her perceptiveness in adapting the program to the unique opportunities for learning in the social, cultural and geographical setting of the kindergarten. Schools for Dependent Children are located in a wide variety of sites, each of which has uniqueness for contributing to one's education. These opportunities should be capitalized upon for they add a dimension to a school's program that cannot be duplicated in other settings. The advantages of attending schools located on foreign soil will be reflected in the breadth of pupils' understandings and experiences, provided their teachers take advantage of available opportunities. Their emphasis, however, should not transcend the realization that children in dependents schools are being educated to assume responsibilities of citizenship in American communities. Children in these schools should in no way be handicapped in their understandings about their native culture, when compared with their stateside cousins. The curriculum which they experience should be American in its emphases, but richer than could otherwise be possible because it reflects proximity to a culture complementary to its own.

Children starting school in kindergarten are exposed to many social and cultural expectations because of the transition they must make from the home setting to that of the school. One purpose of the kindergarten is to help children make these adjustments without undue shock or frustration. The temptation to complicate the matter by plunging children into many additional culturally toned situations in the interests of international education should be avoided. Such supplemental opportunities should be introduced gradually, as children grow in their capacities to live with differences and in groups, and as they gain confidence in themselves as secure individuals. It would be tragic, however, if a child spent any year in a dependents school with a curriculum that could not be differentiated from that of one in a stateside community. The problem is always one of maintaining a defensible balance in values and emphases. The characteristics of the five-year-old--his potentialities and his limitations--must remain the fulcrum about which his educational program revolves.

C. Additional Considerations for Implementing a Kindergarten Program

A kindergarten program proceeds smoothly when careful preparations have been made by the principal and teacher in cooperation with parents. In school systems where kindergarten education has not been implemented previously as a part of the total educational program, there are policies and procedures that need to be developed prior to and during the first year the kindergarten is in progress. Some aspects of policy making and planning are primarily the responsibility of the administrator; some are more properly under the teacher's direction, but all require cooperative effort.

1. Survey of population and spring roundup

To make addquate plans for beginning a kindergarten year, it is necessary to know the approximate enrollment anticipated. Information of this kind may be secured through existing records or from responses to notes or cards sent home to all families in the school district during the spring. Such a survey yields the approximate number of children eligible for kindergarten--both within the families of children already in the school and of others in the community who have children of preschool age.

Eligibility requirements for beginning kindergarten vary. School systems usually specify a cutoff date by which a child should have reached his fifth birthday to qualify him for kindergarten. These dates may vary from September 1 to December 31, with custom being a principal criterion. Although specification of a medial date, such as October 15, is administratively convenient, a relatively liberal policy permitting enrollment of precocious children or adjustment to special circumstances would be advisable. A birth certificate, a physical examination report supported by a physician's signature, and a record of inoculations should be required.

A spring program designed to orient both parents and children to the kindergarten should be attended by each child to be enrolled in kindergarten and by one or both of his parents. A presentation needs to be made by the teacher to help parents and children understand the purposes of a kindergarten program and the kinds of activities that will occur. School administrators may explain the necessity for health requirements and other pertinent information about fees, transportation, special arrangements, etc. Parents may be asked to pre-register children so that the teacher is freed from this time-consuming task in the fall when her attention would better be concentrated on initiating the program.

2. Operational planning
Length of the kindergarten day varies in different settings. However, a two and one-half to three hour block of time is sufficiently long to permit children to work toward achievement of the objectives of the program and is well adapted to the energy level and stamina of five-year-olds. The half-day schedule permits a morning and an afternoon session in the same facility. Occasionally circumstances require full-day kindergartens but they are not recommended. Where unavoidable, they necessitate arrangements for lunch and a rather long rest period in the middle of the day.

Time for school to begin and end, vacations, opening and closing dates, what to do with early comers and those who leave late, and how to facilitate midmorning snacks and rest periods are normal concerns in operation of a kindergarten. Resolution of some of these matters will require cooperation from administrators and parents.

3. Working with parents
In early childhood education more emphasis is placed upon and more significance attached to the cooperative efforts of parents and teachers than at any other level in the school system. Special attention is given to lines of communication between parents and teachers that establish a better understanding of children and an educational program based on mutual acceptance of responsibility for furthering their optimal development. Parents have anxieties and concerns which teachers need to know, since they affect the behavior of children. Teachers need the knowledge about a child's family and his out-of-school life that only his parents can provide. Communication is furthered by:

a. Home visits
Some school systems encourage kindergarten teachers to visit homes of pupils before school opens and during the school year, when feasible. Released time for this activity and secure, socially sophisticated teachers are essential to success of the program.

b. School visits
A child should visit the kindergarten with his parents before he enters as a pupil. Parents should be invited to visit school while it is in session to observe the program, to discuss what is going on, and to familiarize younger children with the kindergarten.

c. Telephone conversations and casual visits
These often give cues to understanding a child's behavior and help to establish cordial relationships with parents.

d. Parent conferences
Scheduled conferences with parents are held to discuss a child's progress in school or a special matter of mutual concern.

e. Parent study groups
Parents and teachers should be encouraged to form groups to study topics on child development, child behavior, or other school-related matters. Such programs establish a common base for dealing cooperatively with concerns about a specific child.

f. Planned parent meetings
Meetings planned jointly by parents and teachers on matters of common interest are helpful. Programs might consist of such things as showing a film and discussing its implications, or hearing a psychiatrist speak on the problems of normal children.

g. Parent participation
Parents may assist the teacher in such activities as picnics, storytelling, music and art activities, field trips, group parties, etc.

h. Newsletters

Informative letters to parents with school news sent at regular intervals may be compiled by parents and teachers.

4. Reporting to parents

Channels need to be established for communicating with parents on a systematic basis about the achievement and progress a child is experiencing in kindergarten. Topics emphasized in the evaluation process and the manner of reporting reflect the school's philosophy about what is right and good for children to learn and the part parents have in the educational program.

An attractive report booklet with lists of behavior items or characteristics, such as "I take responsibility," to be marked "satisfactory" or "unsatisfactory" might seem to be adequately evaluative. However, the ambiguity of such reports often leads to misunderstandings and results in ineffective communication.

Written statements can be a satisfactory means of reporting if the teacher is perceptive and sensitive to parents as well as to children, and if she can write effectively. Again, the symbolism of written language often obstructs precise communication.

Conferences with parents, which may or may not be accompanied by a written statement or summary, are recommended as the evaluative procedure best suited to good communication. Relationships growing from such contacts tend to establish firm bases for good understanding and cooperative effort between teacher and parents.

If conferences are used as a reporting technique, there must be provision for time to hold them; a setting that will promote a two-way exchange, strong administrative support to help the teacher be a warm, empathic, and listening person, and procedures for contacting parents who do not appear for conferences.

5. Transportation of pupils

Special consideration needs to be given to the half-day schedule of the kindergarten when planning for transporting children to school, since an extra bus run may be required. The driver must be an individual who understands and can control young children. Provisions for safety may require the presence of another adult in a bus filled with five-year-olds.

D. Instructional Resources for the Kindergarten

1. Children's Books

The kindergarten teacher, more than any other, has the opportunity to use the language of books to help children grow in many ways. Since the language arts are so closely interwoven in a kindergarten program, children may hear a story that the teacher reads or tells; they may discover feelings of pleasure; they may add to their oral vocabularies and certainly to their listening vocabularies; they may identify with well-delineated characters in books containing good literature; they may intensify a desire to learn to read for themselves; they may develop or add to a feeling of satisfaction about what books have to offer, and they may increase their understanding of a great many concepts.

A complete list of satisfactory books for use in any one kindergarten in the schools for dependent children would be lengthy, possibly inappropriate, and soon out of date. Such a list is beyond the scope of this report. Most authorities would agree that five-year-olds need and understand books classified under such general headings as Mother Goose books, nursery rhymes, ABC and counting books, picture books, animal stories, stories of fantasy, stories about children, folk tales, science and nature books, poetry books, nonsense books, holiday fun stories, and books to stimulate creative expression.

Many publications on children's literature have been written as guides for librarians, teachers, parents, and others concerned with selection of books. A teacher's concern to find "the right book for the right child" indicates that books must be available in quantity and in diversity so that specific interests of children can be satisfied. Some lists are annotated and most have indications of recommended grade or age placement. Any selection of books for a group of five-year-olds needs to be based on a general knowledge of the characteristics of this age group, as well as the special needs of a class of children. Furthermore, the geographical and cultural setting of the school needs to be considered. A list of story, picture, and informational books selected for a group of children on a base in Spain would not be equally appropriate for a similar age group on Okinawa.

A teacher should consult recommended book lists and reviews of books in professional periodicals, magazines, and newspapers when selecting titles for a library. It is recommended that a minimum of fifty well-selected books constitute the library for a beginning kindergarten, with provision for annual purchases for replacements and additions until the standards (14:25) recommended by the American Library Association are attained.

The following publications illustrate sources available to an educational system to guide selection of children's books for its libraries:

Allen, Patricia. Best Books for Children. Annual. Third edition. New York: R. R. Bowker Company, 1961.

Arbuthnot, May Hill. (compiler). The Arbuthnot Anthology of Children's Literature. Chicago: Scott, Foresman and Company. 1953.

__________________. Children and Books. Third edition. Chicago: Scott, Foresman and Company. 1964.

__________________, and others. Children's Books Too Good to Miss. Cleveland: Western Reserve University. 1959.

Association for Childhood Education International. A Bibliography of Books for Children. Washington, D. C.: The Association. 1965.

__________________. Children's Books for $1.50 or Less. Washington, D. C.: The Association. 1967.

Eakin, Mary K. Good Books for Children, A Selection of Outstanding Children's Books Published 1948-1961. Chicago: University of Chicago Press. 1962.

Huck, Charlotte I. and Young, Doris. Children's Literature in the Elementary School. New York: Holt, Rinehart and Winston, Inc. 1961.

Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Pocket Books, Inc. 1964.

National Council of Teachers of English. Adventuring with Books. Champaign, Illinois: The Council. 1960.

Smith, Dora V. Fifty Years of Children's Books. Champaign, Illinois: National Council of Teachers of English. 1963.

These three sources publish bibliographies of books for children:

The Children's Book Council, 175 Fifth Avenue,
New York, New York 10010

The Children's Book Center, University of Chicago
Library, Chicago, Illinois 60637

United States Department of Health, Education,
and Welfare, Office of Education, United States
Government Printing Office, Division of Public
Documents, Washington, D. C. 20402

2. Audio-Visual Aids--Films, Filmstrips, and Recordings

There are many audio-visual aids which may be used successfully in kindergarten programs. Although major concern in this section of the report is with sources for films, filmstrips, and recordings, a teacher should be expected to make full use of the wide range of aids available. She will need to help children learn to "read" still pictures, some of which may be slides; she will have replicas or realia of many types for children to touch, see, and discuss; she will make use of television viewing as a source of information or basis for discussion; and the children will have opportunities to profit from well-planned, smoothly carried out field trips.

Films can be used in two major ways in the kindergarten program. Some are designed to provide motivation, information, or pleasure for children. Others are utilized with parent and community groups to aid in interpreting a kindergarten program or to promote understanding of some aspect of child behavior.

The following resources provide lists of films from which titles appropriate for a kindergarten may be selected:

Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood, California 90028

Churchill-Wexler Films Productions, 137 North LaBrea Avenue, Los Angeles, California

Directory of 16 Millimeter Film Libraries. United States Department of Health, Education and Welfare, Office of Education, U. S. Government Printing Office, Division of Public Documents, Washington, D. C. 20402 $.70

Educator's Guide to Free Films, Educator's Progress Service, Randolph Wisconsin

Educational Television Motion Pictures (catalog) National Education Television Film Service, Audio-Visual Center, Indiana University, Bloomington, Indiana

Frith Films, 1816 North Highland Avenue, Hollywood, California 90028

List of films on *Family Relations and Child Development*, Revised 1960. Compiled by Mildred I. Morgan, Nona Goodson and Ruth Dales for American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D. C. $.50

Selected Films on Child Life. Compiled by Inez Lohr, United States Department of Health, Education, and Welfare, Children's Bureau, Washington, D. C., Division of Public Documents, U. S. Government Printing Office, Washington, D. C. $.30

Sources of Information on Educational Media. John A. Moldstad, United States Printing Office, Division of Public Documents, Washington, D. C. 20402

Teaching Films, Inc., 88 Lexington Avenue, New York, New York 10016

The Blue Book Audio-Visual Materials. Annually. Published by Educational Screen and Audio-Visual Magazine, Chicago, Illinois

The Educational Film Guide. Annually. New York: H. W. Wilson and Company.

UCLA Children's Film Series, Children's Theater Committee, Theater Arts Department, University of California, Los Angeles, California 40524

Frederick Warne, 101 Fifth Avenue, New York, New York 10003

Weston Woods Studios, Weston, Connecticut 06883

Many of the following sources and companies list filmstrips for use with children:

Audio-Visual Guide, 1630 Springfield Avenue, Maplewood, New Jersey

Coast Visual Education Company, 5620 Hollywood Boulevard, Los Angeles, California

Coronet Films, Coronet Building, 65 East Water Street, Chicago, Illinois

Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois

Filmstrip Guide, H. W. Wilson Company, 950-972 University Avenue, New York $3.00 annually

Eye-Gate House, 146-01 Archer Avenue, Jamaica, New York 11435

Jam Handy Organization, 2821 East Grand Boulevard, Detroit, Michigan 48211

McGraw-Hill Book Company, Inc., Textfilm Department, 330 West 42d Street, New York, New York

The Complete Index of Educational Filmstrips, Filmstrip Distributors, 2338 East Jonnson Street, Madison, Wisconsin $2.75

The following companies are a few of those from which recordings may be obtained:

American Library Association, 50 East Huron Street, Chicago, Illinois 60611

Decca Distributing Corporation, 511 East Clybourn Street, Milwaukee, Wisconsin

Educational Record Sales, 157 Chambers Street, New York, New York 10007

Folkways Records and Service Corporation, 165 West 46th Street, New York, New York 10036

Golden Records, 237 Great Neck Road, Great Neck, New York 11021

Radio Corporation of America, Audio-Visual Department (RCA Victor Division), Building 15-5, Front and Cooper Streets, Camden, New Jersey 08102

The Children's Music Center, 5373 West Pico Boulevard, Los Angeles, California 90019

Further information and catalogs may be obtained from the audio-visual departments of many universities and from textbooks on audio-visual education.

3. Professional References for Teachers

Every teacher needs ready access to professional resources to provide stimulation and authoritative support for planning and for dealing with normal concerns. Personal growth as a teacher is promoted by regular contact with current and reputable literature published for the teaching profession. The following lists of books, periodicals and curriculum guides suggest the wealth of available materials especially appropriate for kindergarten teachers. A school system would be wise to guarantee availability of such resources to its teachers. Teachers should be encouraged to affiliate with professional organizations which distribute helpful materials as a service to their members.

a. Books

Aldis, Dorothy. All Together: A Child's Treasury of Verse. New York: G. P. Putnam. 1952.

Almy, Millie; Chittenden, Edward; and Miller, Paul. Young Children's Thinking. New York: Teachers College Press, Teachers College, Columbia University. 1966.

Andrews, Gladys. Creative Rhythmic Movement for Children. Englewood Cliffs, New Jersey: Prentice-Hall. 1954.

Association for Childhood Education International. *Children and Today's World*. Washington, D. C.: The Association. 1967.

_______________. *Early Childhood: Crucial Years for Learning*. Washington, D. C.: The Association. 1966.

_______________. *Equipment and Supplies*. Washington, D. C.: The Association. 1961.

_______________. *Portfolio for Kindergarten Teachers*. Washington, D. C.: The Association. 1960.

_______________. *Reading in the Kindergarten?* Washington, D. C.: The Association. 1962.

_______________. *Space, Arrangement, Beauty in School*. Washington, D. C.: The Association. 1958.

_______________. *Toward Better Kindergartens*. Washington, D. C.: The Association. 1966.

_______________. *What Are Kindergartens For?* Washington, D. C.: The Association. 1963.

Bailard, Virginia, and Strang, Ruth. *Parent-Teacher Conferences*. New York: McGraw-Hill Book Co., Inc. 1964.

Burgess, Evangeline. *Values in Early Childhood Education*. Washington, D. C.: National Education Association. 1965.

D'Evelyn, Katherine. *Meeting Children's Emotional Needs*. Englewood Cliffs, New Jersey: Prentice-Hall Company. 1963.

Dinkmeyer, D. C. *Child Development: The Emerging Self*. Englewood Cliffs, New Jersey: Prentice-Hall Company. 1965.

Dreikurs, Rudolph. *Children: The Challenge*. Des Moines, Iowa: Duell, Sloan and Pearce. 1964.

Durland, Frances C. *Creative Dramatics for Children*. Yellow Springs, Ohio: The Antioch Press. 1963.

Fuller, Elizabeth Meehen. About the Kindergarten. Washington, D. C.: National Education Association. 1961.

Ginott, N. G. Between Parent and Child. New York: The Macmillan Company. 1965.

Gray, Susan W.; Klaus, Rupert A.; and Miller, James O.; Forrester, Bettye J. Before First Grade. New York: Teachers College, Columbia University. 1966.

Hammond, Sarah Lou; Dales, Ruth; Skipper, Dora; and Witherspoon, Ralph L. Good Schools for Young Children. New York: The Macmillan Company. 1963.

Hartley, Ruth; Frank, L. K. Understanding Children's Play. New York: Teachers College Press, Teachers College, Columbia University. 1953.

Headley, Neith. Foster and Headley's Education in the Kindergarten. Fourth Edition. New York: American Book Company. 1966.

________________. Foundation Learnings in the Kindergarten. Washington, D. C.: Department of Elementary-Kindergarten-Nursery Education, NEA. 1958.

Hechinger, Fred M. (Edr.) Pre-School Education Today. Garden City, New York: Doubleday and Company, Inc. 1966.

Heffernan, Helen. Let's Take Another Look! What Is Good Education in Nursery School and Kindergarten? Sacramento, California: California State Department of Education. 1964.

________________, and Todd, Vivian. The Kindergarten Teacher. Boston: D. C. Heath and Company. 1960.

Hymes, James L., Jr. The Child Under Six. Englewood Cliffs, New Jersey: Prentice-Hall Company. 1966.

Jenkins, Gladys G.; Schacter, Helen; and Bauer, W. W. *These Are Your Children*. Chicago: Scott, Foresman and Company. 1966.

Kraus, Richard. *Play Activities for Boys and Girls*. New York: Columbia University Press, Teachers College, Columbia University. 1958.

Lambert, Hazel. *Early Childhood Education*. Boston: Allyn and Bacon. 1960.

_________________. *Teaching the Kindergarten Child*. New York: Harcourt, Brace and World Book Company. 1958.

Landeck, Beatrice. *Songs to Grow On*. New York: E. B. Marks Publishing Company.

Leavitt, Jerome E., Editor. *Nursery-Kindergarten Education*. New York: McGraw-Hill Book Company. 1958.

Lewis, Shari. *The Puppet Book*. New York: Citadel Press. 1958.

Logan, Lillian M. *Teaching the Young Child*. Boston: Houghton Mifflin Company. 1960.

Martin, Bill, Jr. *The Human Connection*. Washington, D. C.: Department of Elementary-Kindergarten-Nursery Education, NEA. 1967.

Moore, Elenora. *Fives at School: Teaching in the Kindergarten*. New York: G. P. Putnam Sons. 1959.

National Education Association. *Kindergarten Today*. Washington, D. C.: The Association, Department of Elementary-Kindergarten-Nursery Education. 1964.

Osborn, D. K.; Haupt, D. *Creative Activities for Young Children*. Detroit: The Merrill-Palmer Institute. 1964.

Pace, Robert. *Music Essentials for the Classroom Teacher*. Belmont, California: Wadsworth Publishing Company.

Platt, Patricia F. The First Big Step. Washington, D. C.: National School Public Relations Association. 1966.

Read, Katherine. The Nursery School. Philadelphia: W. B. Saunders Company. 1966.

Robison, Helen F.; Spodek, Bernard. New Directions in the Kindergarten. New York: Teachers College Press, Teachers College, Columbia University. New York. 1965.

Rosenberg, Martha. It's Fun to Teach Creative Music. New York: Play Schools Association. 1963.

Rudolph, Marguerita; and Cohen, Dorothy. Kindergarten: A Year of Learning. New York: Appleton-Century-Crofts. 1964.

Sheehy, Emma D. Children Discover Music and Dance. New York: Henry Holt and Company. 1959.

Shipley, Ferne; Carpenter, Ethelouis. Freedom to Move. Washington, D. C.: Department of Elementary-Kindergarten-Nursery Education, NEA. 1962.

Siks, Geraldine B. Creative Dramatics. New York: Harper and Row. 1958.

Taylor, Loren E. Puppetry, Marionettes and Shadow Plays. Minneapolis: Burgess Publishing Company. 1965.

Todd, Vivian; Heffernan, Helen. The Years Before School. New York: The Macmillan Company. 1966.

Wann, Kenneth; Dorn, Miriam S.; and Liddle, Elizabeth. Fostering Intellectual Development in Young Children. New York: Bureau of Publications, Teachers College, Columbia University. 1962.

Wills, Clarice D.; Stegeman, William H. Living in the Kindergarten. Chicago: Follett Publishing Company. 1956.

b. Periodicals:

Child Study, published by Child Study Association of America, 132 East 74th Street, New York, New York.

Childhood Education, published by the Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D. C. 20016.

Children, published by United States Department of Health, Education and Welfare, U. S. Government Printing Office, Division of Public Documents, Washington, D. C. 20402.

Early Education, a newsletter published by the National Education Association, Department of Elementary-Kindergarten-Nursery Education, 1201 16th Street, N.W., Washington, D. C.

Merrill-Palmer Quarterly, published by Merrill-Palmer Institute, 71 East Ferry Avenue, Detroit, Michigan.

Young Children, published by National Association for the Education of Young Children, 1629 21st Street, N.W., Washington, D. C. 20009.

c. Curriculum Guides:

Board of Education of the City of Detroit. *Exploration of Basic Movement in Physical Education*. Detroit: The Board. 1960.

California State Department of Education. *Education in Early Childhood*. Sacramento: The State Department, 1956.

Cincinnati Public Schools. *Primary Manual Revised*. Curriculum Bulletin 300. Cincinnati: Cincinnati Public Schools, 1963.

Florida State Department of Education. *A Guide for Organizing and Developing a Kindergarten Program in Florida*. Bulletin 53A (Revised) Tallahassee: The State Department. 1955.

Green, Marjorie M. and Woods, Elizabeth. A Nursery School Handbook for Teachers and Parents. Sierra Madre, California: Sierra Madre Community Nursery School Association. 1955.

Indianapolis Public Schools. Kindergarten Guide. Indianapolis: Indianapolis Public Schools. (no date)

Minneapolis Public Schools. Kindergarten for Your Child. Minneapolis: Minneapolis Public Schools. 1953.

San Diego City Schools. Curriculum Guide, Kindergarten. San Diego: City Schools. 1961.

4. Equipment and Supplies

a. Furniture and Equipment--Non-Expendable

Room furniture for a kindergarten should represent a clear distinction between counter top or other work surfaces intended for use by adults exclusively and comparable space intended for use by children.

The built-in or assembled kitchen should be regular adult size, since it will be used by the teacher or her assistant. The sink, counter space, and cabinet tops intended for use by children should be 22 inches high. The same height is recommended for surfaces supporting the aquarium, terrarium, potted plants, seed bed plats, and other objects intended for close observation by children. Movable cabinets 22 inches high can be used for these purposes and can be placed to divide the room into interesting work and play areas.

Ledges 15 inches high and 18 or 20 inches deep placed under windows, which should be set 24 inches above the floor, provide space for some storage and the tops serve as window seats where children may sit, look at books, work puzzles, or visit.

A 9 by 15 foot (minimum) rug that is both durable and easily cleaned is essential for any kindergarten room that is not carpeted. This is where the children assemble to hear stories told or read, share experiences and interests, make plans, and evaluate their activities. When not used for these purposes, it is a natural surface for children to use for many quiet activities.

A piano is required for each kindergarten room, with an upright model being preferred because it occupies less floor space. Children express themselves naturally through singing, dancing, and rhythms, and opportunities for these activities need to be generously provided. Teachers who are prepared specifically for teaching in the kindergarten are able to accompany or lead with a piano all musical activities of the curriculum.

Tables should be of varied heights and shapes to accommodate the range of purposes for which they are to be used. Those utilized as work surfaces need to be adjustable to accommodate children of different sizes. Chairs should be provided in several heights.

Quantity, specifications and estimated costs of recommended non-expendable room furniture and equipment are listed in Appendix C.

b. Instructional Materials and Supplies--Expendable

Much of a kindergartener's learning is achieved through free, purposeful manipulation of instructional materials available for use in his own way when working individually, in a parallel relationship, or in groups of his peers. The teacher's role is to stimulate, encourage, observe, organize, counsel, and participate, rather than to prescribe, direct, or dictate. Selection of appropriate materials and supplies for manipulation and experimentation is a crucial matter in determining outcomes of the kindergarten experience.

Expendable items recommended for purchase at the initiation of a kindergarten program are listed in Appendix D. All need to be considered so classified although some, such as blocks, puzzles, wheel toys, and carpentry equipment can be expected to last for several years.

Consumable materials are required for activities involving painting, cutting, pasting, drawing, writing, moulding in clay, or constructing with paper and wood, and need to be supplied annually. Blocks for construction and dramatic play, wheel toys of a variety of kinds, science equipment, musical instruments for children, and accessories required for role playing are essential for the implementation of the curriculum described in this report. A variety of puzzles and games that help children learn about structure, form, and spacial relationships through the processes of free manipulation of assorted but related things is also needed.

c. Playground Equipment

Playground equipment that encourages vigorous large muscle activities such as running, climbing, jumping, lifting, balancing, pulling, pushing, digging, carrying, throwing, and constructing is needed. Items that encourage parallel or cooperative play and which may be utilized in the invention of simple games or dramatic play are preferred to those that tend to isolate children.

Surplus or discarded industrial, commercial or military items, such as wooden boxes, barrels with both ends knocked out and free from nails and sharp edges, storm pipe, a tree trunk, or even a worn out Jeep (if it has a steering wheel, control pedals and shift lever) can become delightful playground equipment. Other more sophisticated items for the playground are listed in Appendix E.

Storage space for playground equipment should be provided on the grounds. Wooden houses of sturdy construction that are about four feet wide, ten feet long and four feet high, with a sloping roof and a wide opening on the high side, serve as houses, garages, or any number of other dramatic enclosures while the children are at play and become storage places for the outdoor equipment at other times.

The play area should provide a minimum of 100 square feet of space per child. However, an ideal play yard is one about 100 feet wide and 200 feet long, enclosed by a sturdy mesh fence that can absorb the full impact of five-year-old bodies hurled into it at full speed at the end of a vigorous run. A corner of a yard of this size might be reserved for a small garden tended by the children, in areas where the climate during the school year is suitable for growing plants.

d. References on Equipment and Supplies for the Kindergarten

Kindergarten suppliers and better toy manufacturers provide a wide variety of items that fill all the above categories of kindergarten equipment and supplies. Criteria to guide selection of specific items when purchases are made should include:

1. Durability
2. Simplicity (appropriate use requires little demonstration)
3. Educational value (proper use involves purposeful manipulation to achieve a pre-determined objective)

4. Safety (non-toxic paint, non-splinter wood, freedom from sharp corners)
5. Variety (especially in difficulty of puzzles)

The following books provide helpful suggestions for selection and evaluation of recommended furniture, equipment, materials, and supplies for the kindergarten:

Bureau of Education, California State Department of Education, State Curriculum Commission. Teachers' Guide to Education in Early Childhood. California State Department of Public Instruction. Sacramento. 1956.

Headley, Neith E. Foster and Headley's Education in the Kindergarten. (Fourth Edition). American Book Company: New York. 1966.

Heffernan, Helen (Editor). Guiding the Young Child. D. C. Heath and Company: Boston. 1956.

________________; Todd, Vivian Edmiston. The Kindergarten Teacher. D. C. Heath and Company: Boston. 1966.

Weber, Evelyn. Equipment and Supplies. Association for Childhood Education International: Washington, D. C. 1964.

Wylie, Joanne (Coordinating Editor). A Creative Guide for Pre-school Teachers. Western Publishing Educational Services: Racine, Wisconsin. 1965.

V. PERSONNEL FOR THE KINDERGARTEN

A. The Kindergarten Teacher

The kindergarten teacher discharges educational responsibilities commensurate with those of teachers at any other level in the school system. Her professional and personal qualifications must be equivalent to those established for all other teachers, with additional consideration being given to the special demands of her position. The minimum requirement of a baccalaureate degree, including a program of professional education and student teaching at the early childhood level, which qualifies her for certification to teach young children in the state of residence should be applied. The additional qualification of two years of successful teaching experience would be highly desirable but may be applied as a discretionary criterion. (15:65-66)

In addition to meeting professional standards for kindergarten teachers, candidates should possess personal characteristics and competences essential to effective discharge of their special responsibilities. These include:

1. Social and emotional maturity
   Since promotion of good social and emotional adjustment is one purpose of the kindergarten, teachers should themselves possess the characteristics they are attempting to develop in children.

2. Ability to work effectively with parents
   The kindergarten program attempts to supplement educational opportunities provided by the home. Much of its success depends on the support it receives from parents. The kindergarten teacher lays the foundation for good working relationships between home and school, the two institutions which share responsibility for the education of children.

3. Physical stamina and health
   Kindergarten children are active and require a teacher capable of maintaining a high energy level throughout the day.

4. Ability to establish good rapport with young children
Kindergarten teachers need a special appreciation and understanding of the qualities of young children. These sensitivities go beyond the love traditionally believed to characterize a mother's feelings for her child. Rather, they constitute the ingredients for establishment of a constructive relationship with young children based on scientific knowledge applied sympathetically to learning and behavior problems typical of this age group.

5. Intellectual and academic ability
Requirements of graduate study stipulated by many states for permanent licensure to teach and the need to keep abreast of the research and literature in the field of early childhood education require that kindergarten teachers be competent and independent scholars.

6. Perceptiveness and creativity
The insightfulness present in all good teachers is especially essential when working with young children, for their needs often remain unexpressed and must be inferred from their actions. The ability to convert a routine occurrence into a challenging learning experience is an essential quality. A successful kindergarten teacher "sees" undeveloped potential, "hears" a silent cry for help and "feels" the disguised need.

7. Musical competence
Every kindergarten teacher needs at least a rudimentary degree of skill in playing the piano and in singing. Music is an integral part of the program, since it is utilized to set moods, to stimulate and to control free expression, to interpret feelings and meanings, to accompany singing, rhythms and games, and to develop appreciations. Music is a means of communication in the kindergarten.

A kindergarten teacher would ordinarily work daily with two groups of children, one in the morning and one in the afternoon, with no more than 25 children in any one half day. When enrollment permits only one kindergarten group, the remainder of her assignment should be to other professional duties within the school system.

A popular misconception about the nature and purposes of the school for children under six years of age has led some people to assume that teachers of inferior preparation are acceptable for the kindergarten. This is a grave error, for the responsibilities of the kindergarten teacher to establish the attitudes, background of experiences, basic skills and understandings on which all subsequent education is to build must not be underestimated. A substandard kindergarten teacher guarantees a substandard beginning in school and negates all of the purposes supporting the initiation of the educational process at an earlier age.

B. Supporting Personnel

As a regular member of the elementary school instructional staff, the kindergarten teacher should have access to services of non-professional school personnel, as well as to those of administrators, supervisors and special teachers. It is essential that custodians provide complete maintenance services twice daily, since the kindergarten room ordinarily accommodates a morning and an afternoon group of children. Supervisory and consultant assistance is as desirable at this level of education as at any other. Teachers of special subjects, such as music, art and physical education, should expect to function more in a consultant role in the kindergarten than as a scheduled teacher of classes, for these areas tend to be incorporated into the total program on a flexible basis and are handled principally by the regular teacher. School administrators should assist in expediting such matters as flexible scheduling, a pre-kindergarten census, a spring or pre-school round-up to orient parents and children to kindergarten expectations, parent conferences, provision of special equipment and materials, transportation and services of supporting staff.

The emphasis on physical welfare in the kindergarten program requires accessibility to some type of medical service, preferably provided by a staff nurse or doctor within the school system. Although a kindergarten teacher must be prepared to deal with minor physical injuries on an emergency basis, referral procedures must be well established. Daily inspections are desirable because of the relatively high incidence of communicable diseases in young children. An immunization program, either as a prerequisite to enrollment in kindergarten or as a part of the school health service, is essential.

The kindergarten teacher should concentrate on the educational aspects of the program, leaving many of the routine tasks to an auxiliary or supporting staff person. It is recommended that each kindergarten teacher be provided with such an assistant or aide (11) to perform many of the housekeeping, clerical, and minor supervisory tasks that are inevitable in a community of young children. Such aides need not be teachers but they should have preparation and experience appropriate to their responsibilities and be screened for their positions as are other school personnel. A training period prior to assignment is highly recommended.

VI. DATA AND PROJECTIONS ON REQUIREMENTS AND COSTS FOR ESTABLISHING KINDERGARTENS IN DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS SCHOOLS

A. Preliminary Statement

Objectives of this study (See Introduction) necessitated collection of data to support recommendations on kindergarten enrollment requirements and approximate costs for establishing kindergartens in the Department of Defense Dependents Schools. The specific requirements and approximate costs to be presented in this chapter include those for personnel, kindergarten classroom equipment, instructional materials, playground development, playground equipment, and kindergarten classroom structures.

To present data in a practical and meaningful way, the DOD Dependents Schools were divided into two classifications on the basis of projected kindergarten enrollments. Schools anticipating twenty or more kindergarten pupils in 1969 were placed in Group I, and those with nineteen or less were classified as Group II. Data relating to schools in Group I appear in Sections B, C, and D of this chapter, while statistics and costs for schools in Group II are in Section E.

Data for Groups I and II are presented by districts within each of the three major geographical areas of the DOD organization: the Pacific Area, the Atlantic Area, and the European Area. A brief school site report for each Dependents School includes information on location of the school, climatic conditions which affect facility design, projected enrollments, personnel requirements, and availability of facilities or construction possibilities for housing the kindergarten program. All narratives are based on data drawn from questionnaires to school officers, supplemented either by on-site visitations or other sources of information. Narratives on schools not visited by members of the survey team are coded by an asterisk.

Part F of this chapter will contain a compilation of total requirements and estimated costs for establishing kindergartens in Overseas Dependents Schools.

Kindergarten Enrollment Projections

Basic kindergarten enrollment projections for 1969 were provided by the office of the Directorate of Dependents Education, Department of Defense, Washington, D. C. These figures were modified, in some instances, after conferring with local school and military officials.

Kindergarten Personnel

The number of required full-time kindergarten teachers per Dependents School has been computed on the basis of one per classroom. Although a small number of schools will operate only one kindergarten session per day because of limited enrollment, employment of a qualified kindergarten teacher is recommended, with the understanding that the remainder of her assignment be to other responsibilities in the elementary program. This recommendation is justified because of the difficulty in obtaining a qualified part-time kindergarten teacher and because PCS, quarter allowance contributions, and other costs cannot be justified for a part-time teacher recruited from the United States.

The number of paraprofessionals or teacher aides required has been computed on the basis of one per kindergarten classroom with a morning and an afternoon session, and a half or part-time aide for a single session classroom.

The estimated annual cost of $8,100.00 for each full-time kindergarten teacher represents the average cost of a DOD Dependents School teacher, including estimated increments and increases, as reported by the Directorate for Dependents Education, Department of Defense. This figure includes PCS, quarters allowance contributions, and other benefits provided for each teacher in the DOD Dependents Schools.

The estimated yearly salary for one full-time teacher's aide or paraprofessional is computed at $3,000 for this study, with half this amount allocated for kindergartens operating only a single session per day. These figures are based on an hourly rate of $2.00, which is the approximate median salary paid to teacher aides in public school systems in the United States. Such personnel in public schools normally are not under written contract and are not guaranteed continuous employment. (11)

Kindergarten Classroom Furnishing and Equipment (Non-Expendable)

The projected initial cost for equipping and furnishing a kindergarten classroom in this study is $3,187.00. This figure includes only movable furnishings and equipment (See Appendix C) and excludes equipment which is fixed and part of construction costs. Replacement or depreciation allowances are not included in this estimate.

It has been assumed that since a kindergarten program has never been an integral part of the DOD Dependents Schools, no adequately equipped or furnished kindergarten classrooms are available. To assure that kindergartens in every attendance center begin on an equal basis and with no deficiencies, it is recommended that all classrooms be supplied with new equipment and furnishings.

The schools categorized in Group II (projected kindergarten enrollments of 19 or less) present a unique problem in relation to equipment. Admittedly, designation of 19 as the minimum enrollment figure for establishment of an independent kindergarten unit is arbitrary and may not be acceptable in some situations. There can be little justification for declaring that the addition or loss of one pupil should be the deciding factor in whether a kindergarten should be maintained. The decision must always rest with local administrative officials and authorities in the Department of Defense. For purposes of this report, non-expendable classroom equipment costs for a kindergarten are not included for sites with enrollments under 19 projected pupils for 1969. In such locations it is unlikely that any single grade level in the elementary school would have an enrollment sufficient for a grade-per-room organization. Various possibilities exist for handling the situation. The kindergarten could share facilities with the first grade, provided that special provisions are made for the program. The daily schedule could be arranged so that only kindergarten children are present for a portion of each day. It might also be possible to schedule kindergarten for only certain days of each week. Another possibility would be to organize the primary school as an ungraded unit, thus permitting flexible grouping and use of teachers. Whatever solution is accepted as most feasible for a given location, the purposes of kindergarten must not be obliterated in the program for first grade.

Kindergarten Instructional Materials and Supplies (Expendable)

Instructional materials required for the proposed kindergarten curriculum were specified in Chapter IV, Part D and are listed in Appendix D. It has been assumed that since kindergartens have never been an integral part of the DOD Dependents Schools, all newly established programs will need to be totally supplied with new materials. Although some of the schools might be able to provide limited instructional materials from their present inventories, it is recommended that all new materials be obtained, thus insuring that kindergartens throughout the system begin on an equal basis and with no deficiencies.

The estimated cost for expendable instructional materials for a kindergarten session of twenty-five school children was $280 to $300 in 1966. (7:121) The latter figure is utilized for projecting costs in this study. A kindergarten classroom which houses two sessions, one in the morning and one in the afternoon, will require approximately $600 annually for expendable instructional materials. In schools which will have limited kindergarten enrollments (19 or less), a per capita figure of $15 is utilized for projecting the cost of expendable instructional materials. (7:121) These expenditures should provide all required expendable instructional materials and supplies for establishing the kindergarten program but do not include annual allowances for replacement and depreciation. Since some of the materials have a life expectancy of 5-7 years, subsequent costs in this category should be smaller.

Children's books, audio-visual aids and professional references for teachers are not included in this report in computing costs for expendable instructional materials. In instances where such materials are not accessible from building libraries or central distribution centers, a minimum allotment of $10.00 per pupil is recommended to cover these purchases.

Kindergarten Classroom Facilities

Two different recommendations are made in relation to provision of kindergarten classrooms in 1969. The first concerns attendance centers which have available facilities, some of which will require modifications before utilization as kindergarten classrooms. A cost estimate for modification of these facilities to bring them up to educational specifications has been prepared with assistance from military engineers and other officials (See Appendix G).

The second recommendation relates to installations which have no available or modifiable facilities for housing a kindergarten program. In these instances, it is recommended that either relocatable modular, kindergarten classrooms or equivalent permanent construction be provided.

Three types of portable or relocatable school facilities are presently being utilized in the United States. Structures which can be moved as a whole from one site to another are called portable facilities. Techniques for transporting them are similar to those used for moving houses. Since width, length, and height dimensions of these units are restricted by the logistics of access to and from the site, their use is limited in the Dependents Schools program.

The second type of relocatable structure commonly used is called a mobile facility. Such units typically are converted mobile homes which have maximum dimensions of 12 feet by 45 feet. This restriction severely limits their desirability as kindergarten classrooms.

Buildings planned to fit together and come apart as large, structural components are called modular facilities. This type of construction appears to hold the greatest potential for both relocatable and permanent housing for kindergartens. A module unit can be designed with various dimensions and any number can be put together to obtain large or small instructional spaces. Of the three types of relocatable facilities, the modular or demountable type is the slowest and most costly to move. These disadvantages are offset by complete freedom of design and flexibility in space accommodation.

The recommendation for relocatable modular facilities is supported by the following considerations:

1. DOD Dependents Schools are faced with fluctuating enrollments due to mobility of personnel among military installations. Utilization of relocatable modular units in areas

with high density of Dependents Schools, such as Germany, would permit the facilities to be moved to other installations as enrollments shift.

2. Relocatable modular classrooms should provide a more economical kindergarten facility. The need for new construction to inaugurate a kindergarten program in 1969 would be great. At the present time, the quality of relocatable facilities is comparable with that of permanent construction. The large quantity of new kindergarten classrooms needed by DOD Dependent Schools would require mass production of components and it is possible that this could reduce initial costs in comparison with those for permanent construction. Although the cost of relocating a modular kindergarten facility could be relatively high, it would still represent a considerable saving over cost of new construction at another site.

3. Modular units in school construction permit a degree of flexibility which is not possible with permanent construction.

The estimated cost of a relocatable module kindergarten classroom for the DOD Dependents Schools is $23,472.00. This figure includes concrete footings, building components, transportation of materials to the site and erection. A suggested set of specifications to insure the desired degree of quality for the module units is found in Appendix F.

No special facilities have been recommended for the small kindergarten attendance centers in Group II.

Site Availability

A site of 4000 square feet is the minimum required for one kindergarten classroom and playground, with approximately 1,500 square feet being allocated to the classroom and the remaining 2,500 square feet to the adjacent playground area.

The availability of an adequate site has been indicated in the narrative for each school and the summarizing tables. Some schools reported that a limited site is available for kindergarten classrooms, but not for playgrounds.

Several installations indicated that no site is presently available for a kindergarten and that prospects for obtaining one in the near future are questionable. In those instances, it was recommended that facilities be planned but that site locations be determined locally by school officials as they become available.

Playground Equipment and Installation

The playground area should provide at least 100 square feet of space per child. An ideal kindergarten playground should be enclosed by a sturdy mesh or chain link fence (approximately 42 inches high). One playground of 2,500 square feet will accommodate a maximum of 25 kindergarten children at one time. For sites requiring more than one kindergarten classroom, it is recommended that one enclosed kindergarten playground serve three kindergarten classroom units on a carefully scheduled basis. Playgrounds planned for multiple usage must be located so that playtime activities of one group do not interfere with programs being conducted in adjacent classrooms. Maintenance services must be intensified under such a concentrated usage arrangement.

The total estimated cost for providing and equipping a kindergarten playground that meets the recommended educational specifications is $2,150.00 (See Appendix E).

B. The Pacific Area

Dependents schools located in countries in the Far East to 90° E. Longitude, Australia and New Zealand, are defined by the Department of Defense as constituting the Pacific Area, and the operation and administration of these schools are the responsibility of the Secretary of the Air Force. The Pacific Area comprises four dependents school districts and the island of Midway. The latter, due to its location, is under the direct supervision of the office of the Area Superintendent, located in Honolulu, Hawaii, but for the purposes of this study has been classified as District V. Dependents schools are not located on Guam or Wake Island.

Reports on school sites not visited by members of the survey team are coded with an asterisk (*)

1. District I School Site Reports

Chitose Dependents Schools

*The Chitose American Elementary School is located at a United States Army installation near Chitose, Japan. Construction at the military installation must be designed to withstand high winds resulting from occasional typhoons.

The projected kindergarten enrollment at Chitose for the 1969-70 school year is 45. One kindergarten classroom will be required to house the program, and one full time kindergarten teacher and one teacher aide to assist her will be required to operate the program.

An adequate classroom will be available in 1969 at the Chitose School to house a kindergarten, and space for an adequate kindergarten playground will also be available.

Chofu Dependents Schools

The Chofu Elementary School is located approximately two miles east of Fuchu Air Station in an Air Force housing area on the west edge of Tokyo, Japan.

Annual precipitation in the area is approximately 60 inches per year and the area is subject to high winds from typhoons. The temperature during the year ranges from a low of 25 degrees to a high of 90 degrees.

Projections indicated that the kindergarten enrollment at Chofu will be 341 pupils during the 1969-70 school year. A staff of seven full-time kindergarten teachers and seven teacher aides will be necessary to staff the program. Seven kindergarten classrooms will be required to house the program.

A kindergarten and nursery school building was included when the school plant was constructed a few years ago. Seven kindergarten classrooms are available in this facility. Although the classrooms are slightly below the recommended size for kindergartens, the fact that they were designed for five-year-old children and a kindergarten program makes them satisfactory. A very adequate playground adjacent to the building needs to be developed into two kindergarten playgrounds.

Green Park Dependents Schools

The Green Park Elementary School is located a few miles west of Tokyo, Japan, and serves military dependents in the surrounding area. The temperature in the area ranges from a high of approximately 90 degrees to a low of 25 degrees. The presence of occasional typhoons requires that facilities be designed to withstand high winds.

The projected kindergarten enrollment at Green Park Elementary School for the 1969-70 school year is estimated to be 105 pupils. It is anticipated that enrollments in this general area will be somewhat stable in the immediate years ahead. Two kindergarten classrooms and two full-time kindergarten teachers will be required to accommodate the projected kindergarten enrollment. In addition, two teacher aides will be required to assist the teachers.

Two classrooms are available in the Green Park Elementary School for kindergarten (104A and 105A). Their size is slightly below the recommended standard of fifty square feet per pupil, but the interior arrangement and condition of the classrooms will house a good program. The lighting, floor, ceiling and wall surfaces within the classrooms are in good condition. A limited amount of permanent storage space is also available within the classrooms. In addition, they are located near restroom facilities and an exterior exit which opens to a playground area large enough for kindergarten use. The playground needs to be enclosed with a fence, however.

In summary, it can be said that the Green Park Elementary School can adequately handle the anticipated kindergarten enrollments in present facilities for the foreseeable future.

Hakata Dependent Schools

The Hakata Elementary School is located on the Hakata Administrative Annex near Fukuoka, Japan.

An enrollment of 45 pupils has been projected for the kindergarten program during the 1969-70 school year. The base is an administrative area and no significant increase in enrollments is predicted in the near future. One full-time kindergarten teacher and one teacher aide will be required to staff the kindergarten program.

To house the kindergarten program properly, one additional classroom will be required, since the Hakata Elementary School has no classrooms available which could be used for this purpose. Building T-600, located four blocks from the school, is presently utilized to house a private pre-school program. An enclosed playground of desirable size for kindergarten is adjacent to this building.

The building is structurally sound, but will require some modifications for it to meet the specifications for kindergarten classrooms. Six rooms of various sizes are located in the building, of which none contains the square footage required to house the program. A partition between two of the rooms will have to be removed to obtain an adequately sized classroom. Some of the smaller classrooms could be utilized to house specialized activities. Additional modifications which need to be made in the facility include the repairing of wood floors and covering them with vinyl tile, repainting interior walls and ceiling, and installation of fluorescent light fixtures.

Itazuke Dependents Schools

The Itazuke Elementary School is located on Itazuke Air Base near Fukuoka in southern Japan. The school serves as the attendance center for children of military and military-related personnel stationed at the air base.

The projected kindergarten enrollment for the 1969-70 school year is 105 pupils. School enrollments at this particular center are expected to be relatively stable in the immediate future. Two full-time kindergarten teachers and two teacher aides will be necessary to staff the program. The projected kindergarten enrollment will require two kindergarten classrooms to house the program adequately.

Four classrooms will be available in the building which presently houses a private kindergarten and preschool program. Each of the classrooms contains approximately 900 square feet, including storage. Although the classrooms do not meet the requirement of 50 square feet per child, they could house the program by utilizing three of the classrooms. The third classroom is designed to be used for special activities and should be so utilized. The fourth classroom would be available for future expansion of the program if some growth would occur. The condition of the classrooms is good and no remodeling would be necessary. Adequate restroom facilities are available within the building. An adequate playground area which should be enclosed with a fence is located approximately 100 yards behind the facility.

Iwakuni Dependents Schools

*The Iwakuni Elementary School is located on the U. S. Marine Corps Air Station at Iwakuni City, Japan, on the island of Honshu, 365 miles southwest of Tokyo. Temperatures in the area fluctuate between a low of 40 degrees to a high of 85 degrees during the year. High winds occasionally occur in the area as a result of typhoons.

Forty pupils are projected to be enrolled in the kindergarten program during the 1969-70 school year. The projection at first appears to be high when one considers that the first grade enrollment during the 1966-67 school year was 30 pupils, but an increase in enrollments is anticipated since Marines are now allowed to bring their dependents to this station. To accommodate the projected enrollment, one full-time kindergarten teacher and one teacher aide will be required. One kindergarten classroom will be needed.

At present, no facility is available which would adequately house the kindergarten program. A site of 10,000 square feet is available south of Building 553, which is the main elementary school building. It is recommended that a relocatable classroom be installed on this site, along with an adequate enclosed kindergarten playground.

Johnson Dependents Schools

The Johnson Elementary School is located at Johnson Air Base a few miles northwest of Tokyo, Japan. The school operates four elementary attendance centers on the Base (Yukai Elementary, Tyre Park Elementary, Hilltop Elementary, and 6th Grade Annex). Not all of the schools house grades 1-6. This arrangement is necessary, due to limited space being available at each center and a large school enrollment.

The temperature during the year ranges from a low of 15 degrees to a high of 100 degrees and the average yearly precipitation is 60 inches. Occasional high winds occur in the area as a result of typhoons.

Five kindergarten classrooms will be required to house the projected kindergarten enrollment of 231 pupils during the 1969-70 school year. Space for kindergarten classrooms is not available at the four elementary attendance centers; however, the present Base Education Center (Building T-551 B) has facilities which could be made available. These facilities are presently used for storage and supply, and a small private pre-school program. Modifications will have to be made on the interior of the building since it contains seven small classrooms, an office and restroom facilities. Classrooms one and two should be combined into one classroom and the corridor moved so it runs between rooms two and three and exits into the playground area. Rooms three, six and seven should be rearranged into two large classrooms. In addition to the above classroom changes, the common lobby should be removed from the restroom facilities and additional stools and lavatories installed in the restrooms.

After remodeling, the classrooms will still be slightly below the recommended square footage requirements, but by spreading the enrollment evenly over the five classrooms, the average load will be 22 or 23 students, which each classroom should be able to accommodate adequately. An enclosed playground which is too small is located adjacent to the building. It is feasible and desirable that this space be enlarged and that two kindergarten playground areas be developed.

The kindergarten program at Johnson Air Base will require five full-time kindergarten teachers and five teacher aides to assist them.

Misawa Dependents Schools

The Misawa Elementary School is located on Misawa Air Base in northern Japan. The school is attended by the children of military personnel and military-related personnel stationed at the air base.

The projected kindergarten enrollment at the Misawa attendance center for the 1969-70 school year is expected to be approximately 315 pupils. During the past four years the first grade enrollment has been 270 to 280 students, which would tend to indicate that the projected kindergarten enrollment is high. After conferring with officials at the base, indications are that a ten percent increase can be expected in enrollments during the next two years. Seven full-time kindergarten teachers and seven teacher aides to assist them will be required to staff the program.

Seven kindergarten classrooms would be necessary to initiate a kindergarten program in 1969. Building S-97, which is located adjacent to the present elementary school, could be made available for a kindergarten. This frame building contains seven very small classrooms, any one of which would be too small to house a kindergarten program.

Even with extensive remodeling, these classrooms would still not provide a facility that would meet recommended educational specifications (See Appendix B), and therefore the proposed program will require the addition of seven new relocatable kindergarten classrooms or equivalent permanent construction. (See Appendix F). These classrooms should be located on the presently available site, which is bordered by 1st street, "A" street, 2nd street and the railroad track.

Narimasu Dependents Schools

The Narimasu Elementary School is located northwest of Tokyo, Japan, in the Grant Heights Housing Area. The temperature range in the area is 20 to 100 degrees. The average yearly rainfall is 60 inches and the area is subject to typhoons, a condition which requires that facilities be designed to withstand high winds.

The projected kindergarten enrollment for the Narimasu Elementary School attendance area is 289 pupils for the 1969-70 school year. It is anticipated that enrollments in this attendance area will be stable during the next few years. Six full-time kindergarten teachers, six teacher aides, and six kindergarten classrooms will be required to accommodate the projected kindergarten enrollment.

No facilities are presently available at the Narimasu Elementary School and the available site on or near the school is insufficient. Building 1660 in the Grant Heights Housing Area is presently being utilized for pre-school programs on a private basis. This facility contains four large classrooms, each of which would adequately house a kindergarten program. Minor repairs are needed in this facility. In addition, a large amount of open site (3 acres) surrounds the building and could be used for an enclosed playground area and two relocatable kindergarten classroom units or equivalent permanent construction. The site is not near the elementary school, but is located away from heavy traffic, is level, has good natural drainage, and is of sufficient size to make it a desirable location for a kindergarten attendance center.

In summary, the present private pre-school facility (Building 1660) and site at the Grant Heights Housing Area, plus two relocatable units or equivalent permanent construction will provide adequate facilities and playground area to house a good kindergarten program during the foreseeable future. Two kindergarten playground areas should be developed, each to serve three classrooms.

Sagamihara Dependents Schools

The Sagamihara Elementary School is located in the Sagamihara Housing area and serves as an attendance center for dependent children from the housing area and Camp Zama, which is nearby. The Sagamihara Housing Area is located 20 kilometers southwest of Tokyo, Japan. There is no unusual weather, except for occasional high winds stemming from typhoons.

The projected kindergarten enrollment for the Sagamihara Elementary School for the 1969-70 school year is 311 pupils. A staff of seven full-time kindergarten teachers and seven teacher aides will be required to staff the program. Seven kindergarten classrooms will be required to house the program adequately.

No adequate facilities are available in the housing area for the kindergarten program. Presently, a two-story wood drame building at Camp Zama is being utilized for pre-school programs. The rooms on the first floor are of sufficient size for kindergarten classrooms, but need considerable repairing and remodeling. In addition, the second story of the building is condemned, making the facility a very undesirable place for five-year-old children.

The most desirable and recommended solution would be to construct seven kindergarten classrooms or to install seven relocatable kindergarten classrooms at the Sagamihara Elementary School. Sites for these classrooms are available adjacent to Building 531, which is part of the school complex, and around the perimeter of the playground area which is located across the street from the school. Limited playground space for kindergarten is available on both of these sites, but needs to be enclosed. Two kindergarten playgrounds will be required and it is recommended that additional sites be obtained so adequate playgrounds can be developed.

Sasebo Dependents Schools

The Ernest J. King Elementary School is located at Sasebo Naval Base in the city of Sasebo in southern Japan. Temperatures range from a low of 15 degrees to a high of 90 degrees during the year and the average annual rainfall is 13 inches. Typhoons occur in the area, but the damage resulting from them at the naval base is limited, due to the surrounding high terrain which protects the area.

The projected kindergarten enrollment for the King Elementary School for 1969-70 is approximately 97 pupils. The staff requirement for this number of pupils is two full-time kindergarten teachers and two teacher aides. Two kindergarten classrooms will be required to house the projected enrollment.

Presently, the school has no facilities available which could be used for kindergarten, and there are none available on the base which would be adequate. An available site of 6,000 square feet is located immediately behind the present school. A small section of this site is occupied by a non-usable building which could be removed. The site would then be adequate for two relocatable kindergarten classrooms and an enclosed limited kindergarten playground area of approximately 2,500 square feet. It is recommended that two relocatable kindergarten classrooms or equivalent permanent construction be installed on the available site and that an enclosed kindergarten playground area be provided.

Tachikawa Dependents Schools

The Tachikawa Elementary School is located on Tachikawa Air Base a few miles west of Tokyo, Japan. During the year the temperature ranges from a low of 15 degrees to a high of 95 degrees. Precipitation during the year averages 70 inches and the area is subject to high winds resulting from typhoons.

The projected kindergarten enrollment for Tachikawa Elementary School for the 1969-70 school year is 369 pupils. The school enrollment at Tachikawa has increased substantially during the past few years and moderate increases are anticipated in the near future. A staff of eight full-time kindergarten teachers and eight teacher aides will be required to staff the program. Eight kindergarten classrooms will be required.

Building 3554, a wood frame building, which currently houses the nursery and guidance programs for the school and serves as an annex, could be available for utilization by the kindergarten. Eleven classrooms are located in the building and the interior of each is in good condition. The square footage in all eleven classrooms is slightly below the recommended standard. However, by distributing the enrollment evenly over the eight needed classrooms, the average load per session would be 23 pupils each, which each of the classrooms could accommodate. Two of the remaining three classrooms could be used for future expansion of the program or for special activities related to the kindergarten program. The third extra classroom will need to be remodeled into restroom facilities, since such facilities are not now available in the building. Installment of running water and a sink will be required in each room.

A site adjacent to the building is available for two enclosed playground kindergarten areas. It would be desirable that two independent playground areas be provided and the enrollment distributed evenly between them.

Wakkanai Dependents Schools

*The Wakkanai Elementary School is located at Wakkanai Air Station in northern Japan. The temperature range during the year fluctuates between a low of 15 degrees and a high of 75 degrees. Precipitation during the year averages 46 inches and the annual snowfall averages 135 inches.

The projected kindergarten enrollment for the Wakkanai Elementary School during the 1969-70 school year is 24 pupils. The personnel required to staff the kindergarten program includes one full-time kindergarten teacher and one part-time teacher aide to assist her. One kindergarten classroom will be required to house the program.

A classroom presently being utilized for first grade could be available for the kindergarten in 1969-70, and it is recommended that this space be utilized for the program. No structural modifications would be necessary in this classroom. Adequate playground space for kindergarten is available, but a fence needs to be erected around it.

Yokohama Dependents Schools

The Richard E. Byrd Elementary School is located at the Yokohama Naval Base at Yokohama, Japan. The temperature ranges from a low of 35 degrees to a high of 90 degrees during the year. The area is subject to typhoons and the annual precipitation is approximately 70 inches.

The projected kindergarten enrollment in the Byrd attendance area for the 1969-70 school year is 224 and will require five kindergarten classrooms. A staff of five full-time kindergarten teachers and four and one-half teacher aides will be required to serve this enrollment.

Facilities at two different sites could be made available for housing the kindergarten program. One is the base of an old lighthouse which has two first floor and three second floor classrooms. The largest of the five rooms is only 740 square feet and the smallest is 156 square feet. The limited size of the classrooms, the two-story structure and the limited playground space available around it make this a very undesirable place for a kindergarten program.

The second facility which could be made available for a kindergarten is a quonset building which is located a few hundred yards from the Byrd School. The quonset presently houses a private pre-school program and contains one classroom, which is of sufficient size for a kindergarten classroom. Both the exterior and interior of the building are in good condition. A small fenced playground area is available around the building; but it needs to be equipped.

No site is available on the base for the location of kindergarten classrooms at present. It is possible that a site might be available on which four portable kindergarten classrooms could be installed by 1969-70, but it would first have to be cleared of what is presently on it and designated for school use.

It is recommended that the one available classroom be utilized for kindergarten and that four relocatable kindergarten classrooms or equivalent permanent construction be installed on an available site to be determined at a future date. In addition, two kindergarten playgrounds should be developed adjacent to the classroom units at each site.

Yokosuka Dependents Schools

The Daniel J. Callaghan and the Sullivan Elementary School are both located at the U. S. Fleet Activities Complex at Yokosuka, Japan. The Callaghan School is located in the Nagai Dependent Housing Area and the Sullivan School is located on the naval base proper. The area is subject to high winds resulting from typhoons.

The projected kindergarten enrollment for the 1969-70 school year for the two attendance centers is 240 pupils, 75 at Callaghan School and 165 at Sullivan School. A staff of five full-time kindergarten teachers and five teacher aides will be required to operate the program.

The Daniel J. Callaghan School has no classroom facilities available for a kindergarten program, but has a 47,250 square foot site available near the school. This would be more than adequate for two permanent classrooms or two relocatable kindergarten units.

Sullivan School has two classrooms available in Building J-200 which could house a kindergarten program. These facilities are presently undergoing remodeling for the 1967-68 school year. No other facilities are available in or near the Sullivan School, and no additional site is presently available on the naval base proper. It is feasible that the additional two kindergarten classrooms needed could be located at the Callaghan School in the Nagai Dependent

Housing Area. The Callaghan School is located eight miles from the Sullivan School and students are presently transported between the two schools in order to keep each school's classroom enrollments at a reasonable level. The available site at Callaghan could accommodate the additional classroom units.

In summary, it is recommended that the two available kindergarten classrooms at Sullivan be utilized for kindergarten, and that three relocatable kindergarten classrooms or equivalent permanent construction be installed on the available site near the Callaghan School. Enclosed playgrounds should be developed at the Sullivan School and at the Callaghan School.

Yokota Dependents Schools

The Yokota and Hamura Elementary Schools are located at Yokota Air Base, a few miles west of Tokyo, Japan. The two schools are approximately one and one-half miles apart. The temperature ranges from a high of 95 degrees to a low of 15 degrees during the year. The annual precipitation is 60 inches and the area is subject to high winds from occasional typhoons.

The projected kindergarten enrollment at the Yokota centers for the 1969-70 school year is 420 pupils. The operation of a kindergarten program for this number of pupils will require nine full-time kindergarten teachers and eight and one-half teacher aides. Facility requirements for the projected enrollment is nine kindergarten classrooms.

The only facility which might be available in 1969 for the kindergarten program is the wing of the Yokota Elementary School which houses the primary grades (Building 1240 A). These classrooms will be available only if there is a decrease in enrollment at the attendance center, a condition which is not forecast by Yokota military and dependent school officials, and if the second increment of relocatable classrooms are received at the Hamura site. It is doubtful that these classrooms will be installed by 1969, since the first increment has not received approval or been funded.

The only adequate site for relocatable units is the 20 acres at the Hamura site. It is recommended that nine relocatable units or equivalent permanent construction be installed on the Hamura site and that three adequate, enclosed kindergarten playgrounds be developed, one adjacent to every three units.

2. District I Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 3,201 pupils in Group I schools, District I, Pacific Area, are categorized under four major classifications. Tables 1, 2, 3, and 4 identify requirements by classification and Table 5 summarizes the total estimated costs for the District.

Table 1 indicates a personnel requirement of 69 kindergarten teachers and 66 ½ teacher aides at an estimated annual cost of $758,400.00.

Table 2 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 69 classrooms is 262,203.00.

Table 3 indicates that $842,770.00 will be required to provide the 69 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 34 classrooms from existing facilities and provision for 35 new kindergarten classroom units.

Twenty-eight kindergarten playground units will require development at a total estimated cost of $60,200.00, as indicated in Table 4.

Table 5 indicates that the estimated cost for District I for providing required kindergarten classroom personnel, equipment and instructional materials, 69 classroom facilities, and the development of needed playground areas totals $1,923,573.00.

TABLE 1

Summary of Personnel Requirements and Estimated Costs for Personnel, District I, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Chitose	45	1	$ 8,100.	1	$ 3,000.	$11,100.
Chofu	341	7	56,700.	7	21,000.	77,700.
Green Park	105	2	16,200.	2	6,000.	22,200.
Hakata	45	1	8,100.	1	3,000.	11,100.
Itazuke	105	2	16,200.	2	6,000.	22,200.
Iwakuni	40	1	8,100.	1	3,000.	11,100.
Johnson	231	5	40,500.	4½	13,500.	54,000.
Misawa	315	7	56,700.	7	21,000.	77,700.
Narimasu	289	6	48,600.	6	18,000.	66,600.
Sagamihara	311	7	56,700.	6½	19,500.	76,200.
Sasebo	97	2	16,200.	2	6,000.	22,200.
Tachikawa	369	8	64,800.	8	24,000.	88,800.
Wakkanai	24	1	8,100.	½	1,500.	9,600.
Yokohama	224	5	40,500.	4½	13,500.	54,000.
Yokosuka	240	5	40,500.	5	15,000.	55,500.
Yokota	420	9	72,900.	8½	25,500.	98,400.
TOTAL	3,201	69	$558,900.	66½	$199,500.	$758,400.

TABLE 2

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District I, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment[1] (Non-Expendable)	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Chitose	45	1	$ 3,187.	$ 600.	$ 3,787.
Chofu	341	7	23,309.	4,200.	27,509.
Green Park	105	2	6,374.	1,200.	7,574.
Hakata	45	1	3,187.	600.	3,787.
Itazuke	105	2	6,374.	1,200.	7,574.
Iwakuni	40	1	3,187	600.	3,787.
Johnson	231	5	15,935.	2,700.	18,635.
Misawa	315	7	23,309.	3,900.	27,209.
Narimasu	289	6	19,122.	3,600.	22,722.
Sagamihara	311	7	23,309.	3,900.	27,209.
Sasebo	97	2	6,374.	1,200.	7,574.
Tachikawa	369	8	25,496.	4,500.	29,996.
Wakkanai	24	1	3,187.	300.	3,487.
Yokohama	224	5	15,935.	2,700.	18,635.
Yokosuka	240	5	15,935.	3,000.	18,935.
Yokota	420	9	28,683.	5,100.	33,783.
TOTAL	3,201	69	$222,903.	$39,300.	$262,203.

[1] See Appendix C. [2] See Appendix D.

TABLE 3

Summary of Facility Requirements and Estimated Costs of Facilities, District I, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Class-rooms Required	Classrooms Available for Kdg.	Cost of Modification of Available Classrooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Chitose	1	1				
Chofu	7	7				
Green Park	2	2				
Hakata	1	1	$ 1,450.			$ 1,450.
Itazuke	2	2				
Iwakuni	1			1	$ 23,472.	23,472.
Johnson	5	5	6,000.			6,000.
Misawa	7			7	164,304.	164,304.
Narimasu	6	4	300.	2	46,944.	47,244.
Sagamihara	7			7	164,304.	164,304.
Sasebo	2		5,000.	2	46,944.	51,944.
Tachikawa	8	8	8,500.			8,500.
Wakkanai	1	1				
Yokohama	5	1		4	93,888.	93,888.
Yokosuka	5	2		3	70,416.	70,416.
Yokota	9			9	211,248.	211,248.
TOTAL	69	34	$21,250.	35	$821,520.	$842,770.

[1] See Appendix G

TABLE 4

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District I, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Abailability	Playground Equipment and Development Cost[2]
Chitose	1	1	yes	$ 2,150.
Chofu	7	2	yes	4,300.
Green Park	2	1	yes	2,150.
Hakata	1	1	yes	2,150.
Itazuke	2	1	yes	2,150.
Iwakuni	1	1	yes	2,150.
Johnson	5	2	yes[1]	4,300.
Misawa	7	2	yes	4,300.
Narimasu	6	2	yes	4,300.
Sagamihara	7	2	yes[1]	4,300.
Sasebo	2	2	yes	4,300.
Tachikawa	8	3	yes	6,450.
Wakkanai	1	1	yes	2,150.
Yokohama	5	2	no	4,300.
Yokosuka	5	2	yes	4,300.
Yokota	9	3	yes	6,450.
TOTAL	69	28		$60,200.

[1] Site needs to be expanded to provide adequate playground space. Adjacent land is not presently designated to schools.

[2] See Appendix E.

TABLE 5

Summary of Estimated Costs for Establishing Kindergarten Program in District I, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Estab-lishing Kdg. Program
Chitose	45	1	$ 11,100.	$ 3,787.		$ 2,150.	$ 17,037.
Chofu	341	7	77,700.	27,509.		4,300.	109,509.
Green Park	105	2	22,200.	7,574.		2,150.	31,924.
Hakata	45	1	11,100.	3,787.	$ 1,450.	2,150.	18,487.
Itazuke	105	2	22,200.	7,574.		2,150.	31,924.
Iwakuni	40	1	11,100.	3,787.	23,472.	2,150.	40,509.
Johnson	231	5	54,000.	18,635.	6,000.	4,300.	82,935.
Misawa	315	7	77,700.	27,209.	164,304.	4,300.	273,513.
Narimasu	289	6	66,600.	22,722.	47,244.	4,300.	140,866.
Sagamihara	311	7	22,200.	27,209.	164,304.	4,300.	218,013.
Sasebo	97	2	76,200.	7,574.	51,944.	4,300.	140,018.
Tachikawa	369	8	88,800.	29,996.	8,500.	6,450.	133,746.
Wakkanai	24	1	9,600.	3,487.		2,150.	15,237.
Yokohama	224	5	54,000.	18,635.	93,888.	4,300.	170,823.
Yokosuka	240	5	55,500.	18,935.	70,416.	4,300.	149,151.
Yokota	420	9	98,400.	33,783.	211,248.	6,450.	349,881.
TOTAL	3201	69	$758,400.	$262,203.	$842,770.	$60,200.	$1,923,573.

3. District II School Site Reports

Okinawa Dependents Schools

The DOD Dependents Schools on the Island of Okinawa in the Ryukyu Islands present a unique situation in comparison to the Dependents Schools in other parts of the world. Okinawa is a school district (District II) within itself and covers a very small geographical area. Eight elementary schools, two junior high schools, and one high school serve as attendance centers for dependents from 121 different housing areas on the island.

Okinawa is subject to frequent typhoons and the usual precipitation is approximately 84 inches. The temperature during the year ranges from a low of 50 degrees to a high of 95 degrees. Air conditioning would be desirable in school facilities located in this area.

The 1967-68 school year enrollment is expected to be 12,000 students, which will severely overcrowd most of the facilities. An additional 1500 students are expected in 1968-69. Each year the attendance centers and boundaries are altered so that maximum utilization of facilities can be obtained. As a result of this situation, the exact location of all elementary attendance centers as of 1969 cannot be determined at this time.

The present elementary attendance centers are M & K Primary, Kadena Elementary #1 at Kadena Air Base, Tyler Primary, and Naha-Adams Elementary at Naha Air Base, Sukiran Elementary at Kishaba Terrace, Mercy Elementary at Camp Mercy, and Camp Kue Primary at Camp Sukiran. None of these facilities has classrooms available for kindergarten. In addition to the above facilities, a new elementary school designed for 1600 students is scheduled to open at the Machnato-Naha Housing Area in 1969. The new school will provide little enrollment relief for the present elementary centers and will barely accommodate the projected growth during the next two years.

The projected kindergarten enrollment for the 1969-70 school year on Okinawa is 2270 pupils. If the present school enrollment growth continues during the next two years, this figure could be conservative.

To house a kindergarten program for 2,270 pupils, a total of 46 full-time kindergarten teachers and 45½ teacher aides to assist them.

After conferring with the three Schools Officers and Dependents Schools officials, it is recommended that five kindergarten attendance centers would best serve the needs of the district. The suggested locations of these centers and supporting rationale follow:

1. Fifteen relocatable kindergarten classrooms or (See Appendix F) equivalent permanent construction should be located at Kadena Air Base, as close to the present elementary attendance centers as possible. It would be desirable that the 15 classrooms be divided between two sites, seven on one and eight on another. One cluster should be operated in conjunction with M & K Primary School and the second cluster with Kadena Elementary School #2. Kadena Elementary #1 houses grades 4-6 only. Two independent kindergarten playgrounds should be provided for the cluster of seven classrooms and three with the cluster of nine classrooms.

2. Ten relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction should be located near the new Machinato-Naha Elementary School, which is to be opened in 1969. This school will be centrally located within a large number of housing units, will always be designated as an elementary attendance center, and will not be subject to a year to year change of use as are some of the older attendance centers. Three independent, enclosed kindergarten playgrounds should be provided for the cluster.

3. Ten relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction should be located at Naha Air Base near the Tyler Elementary School, which is one of the largest elementary attendance centers and will continue to be used as such in future years. The site required for the ten kindergarten classrooms and playground space is available across the street from Tyler School, behind the new elementary school site. Three enclosed kindergarten playgrounds should be provided for the cluster of classrooms.

It would be very undesirable for the kindergarten classrooms to be located near and in conjunction with the Naha-Adams Elementary School, since the school houses only grades 4-6. In addition, the facilities at Naha-Adams are substandard and will be replaced on a more desirable site when programming allows.

4. Ten relocatable kindergarten units or equivalent permanent construction should be located near and in conjunction with the Sukiran Elementary School at Kishaba Terrace on Camp Sukiran. Three enclosed kindergarten playgrounds should be provided for the cluster of classrooms. The Sukiran Elementary School is a new and adequate facility which will continue to be used as an elementary center. It is also centrally located in relation to a large dependent population. A second elementary school, (Camp Kue Primary), will be opened on Camp Sukiran in the fall of 1967. This school will be housed in classrooms located in connected temporary office buildings and the permanence of this facility as an attendance center is unknown. Due to the nature of this center, it is recommended that the kindergarten complex be located on available sites adjacent to or near Sukiran Elementary School.

5. One relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction should be located at Chinen. An enclosed playground should be provided. Chinen is a small military installation which is located in an isolated area, and the four other kindergarten centers would not be accessible to the children living on the installation. There are presently enough kindergarten age children on the installation to support one kindergarten session.

The Camp Mercy Elementary School is not recommended as a location for a kindergarten attendance area because this school could be replaced at another site in the next few years. No housing units are located on Camp Mercy and the present elementary facilities there are substandard.

4. District II Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 2,270 pupils in Group I schools, District II, Pacific Area, are categorized under four major classifications. Tables 6, 7, 8, and 9 identify requirements by classification and Table 10 summarizes the total estimated costs for the District.

Table 6 indicates a personnel requirement of 46 kindergarten teachers and 45½ teacher aides at an estimated annual cost of $509,100.00.

Table 7 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 46 classrooms is $173,902.00.

Table 8 indicates that $1,093,512.00 will be required to provide the 46 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 0 classrooms from existing facilities and provision for 46 new kindergarten classroom units.

Fifteen kindergarten playground units will need to be developed at a total estimated cost of $32,250.00, as indicated in Table 9.

Table 10 indicates that the estimated cost for District II for providing required kindergarten classroom personnel, equipment and instructional materials, 46 classroom facilities, and the development of needed playground areas totals $1,808,764.00.

5. District III School Site Reports

Sangley Point Dependents Schools

The John Paul Jones Elementary School is located on Sangley Point Naval Base near Manila in the Republic of the Philippines. The geographical area is subject to typhoons, high humidity, and heavy rainfall. The temperature during the year ranges from a low of 66 degrees to a high of 105 degrees. Air conditioning is recommended for all facilities at Sangley Point.

TABLE 6

Summary of Personnel Requirements and Estimated Costs for Personnel, District II, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Chinen	20	1	$ 8,100.	½	1,500.	9,600.
Kadena	350	7	56,700.	7	21,000.	77,700.
Machinato-Naha	500	10	81,000.	10	30,000.	111,000.
M & K Primary	400	8	64,800.	8	24,000.	88,800.
Sukiran	500	10	81,000.	10	30,000.	111,000.
Tyler	500	10	81,000.	10	30,000.	111,000.
TOTAL	2270	46	$372,600.	45½	$136,500.	$509,100.

TABLE 7

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District II, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instruc-tional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Chinen	20	1	$ 3,187.	$ 300.	$ 3,487.
Kadena	350	7	22,309.	4,200.	26,509.
Machinato-Naha	500	10	31,870.	6,000.	37,870.
M & K Primary	400	8	25,496.	4,800.	30,296.
Sukiran	500	10	31,870.	6,000.	37,870.
Tyler	500	10	31,870.	6,000.	37,870.
TOTAL	2,270	46	$146,602.	$27,300.	$173,902.

[1] See Appendix C.

[2] See Appendix D.

TABLE 8

Summary of Facility Requirements and Estimated Costs of Facilities, District II, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms[2]	Total Cost of Classroom Facilities
Chinen	1			1	$ 23,772.	$ 23,772.
Kadena	7			7	166,404.	166,404.
Machinato-Naha	10			10	237,720.	237,720.
M & K Primary	8			8	190,176.	190,176.
Sukiran	10			10	237,720.	237,720.
Tyler	10			10	237,720.	237,720.
TOTAL	46			46	$1,093,512.	$1,093,512.

[1] See Appendix G.

[2] Cost estimate includes air conditioning.

TABLE 9

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District II, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[2]
Chinen	1	1	yes[1]	$ 2,150.
Kadena	7	2	yes	4,300.
Machinato-Naha	10	3	yes	6,450.
M & K Primary	8	3	yes	6,450.
Sukiran	10	3	yes	6,450.
Tyler	10	3	yes	6,450.
TOTAL	46	15		$32,250.

[1] Subject to verification

[2] See Appendix E.

TABLE 10

Summary of Estimated Costs for Establishing Kindergarten Program in District II, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Total Personnel Cost	Total Equip. & Instructional Material Cost	Total Classroom Facility Cost	Total Playground Development Cost	Total Cost for Establishing Kdg. Program
Chinen	20	1	$ 9,600.	$ 3,487	$ 23,772.	$ 2,150.	$ 39,009.
Kadena	350	7	77,700.	26,509	166,404.	4,300.	274,913.
Machinato-Naha	500	10	111,000.	37,870.	237,720.	6,450.	393,040.
M & K Primary	400	8	88,800.	30,296.	190,176.	6,450.	315,722.
Sukiran	500	10	111,000.	37,870.	237,720.	6,450.	393,040.
Tyler	500	10	111,000.	37,870.	237,720.	6,450.	393,040.
TOTAL	2,270	46	$509,100.	$173,902.	$1,093,512.	$32,250.	$1,808,764.

The projected kindergarten enrollment for the Sangley Point School for the 1969-70 school year is 72 pupils. A staff of two full-time kindergarten teachers and one and one-half teacher aides will be required to operate the program. Two kindergarten classrooms will be required.

No classrooms are presently available on the base for a kindergarten program and it is the opinion of Sangley Point school officials that none will be available in 1969. A limited site adjacent to the school is available and could accommodate two classrooms and a limited kindergarten playground. It is recommended that two relocatable kindergarten classrooms, (See Appendix F) or equivalent permanent construction be installed on the available site, and that an enclosed kindergarten playground be developed adjacent to them.

San Miguel Dependents Schools

The Oliver Hayard Perry Elementary School is located on the San Miguel U. S. Naval Communication Station which is near the city of San Antonio on the Island of Luzon in the Republic of the Philippines. The temperature ranges during the year from a low of 75 degrees to a high of 100 degrees. Precipitation during the year averages approximately 140 inches. High temperatures and heavy rainfall throughout the year cause excessive humidity, which increases maintenance requirements on facilities. Air conditioning should be included in all facilities.

The projected kindergarten enrollment for the Perry Elementary School during the 1969-70 school year is 55 pupils. A staff of one full-time kindergarten teacher and one teacher aide to assist her will be required to operate the kindergarten program. One kindergarten classroom will be required.

The present school facility at the Station contains two classrooms which could be made available for a kindergarten program in 1969, but utilization of either of these facilities for the kindergarten could overcrowd the regular elementary classrooms. The two available classrooms contain only 450 square feet each, which is substandard for a kindergarten program. Due to these circumstances, it is recommended that a relocatable kindergarten classroom (See Appendix F), or equivalent permanent construction, be provided near the present school. An adequate site is available adjacent to the school for the classroom and a fenced kindergarten playground area.

Subic Bay Dependents Schools

The George Dewey Elementary School is located on the U. S. Naval Base at Subic Bay in the Republic of the Philippines. During the year the temperature ranges from a low of 75 degrees to a high of 95 degrees. The average annual precipitation is 140 inches and the area is subject to typhoons. Air conditioning should be provided for facilities in this area.

The projected kindergarten enrollment for the Dewey Elementary School during the 1969-70 school year is 209. Personnel requirements to staff a program for the projected enrollment include four full-time kindergarten teachers and four teacher aides. Four kindergarten classrooms will be required.

No classrooms are presently available nor will any be available for kindergarten in 1969. An unused site is available adjacent to the north side of the present building which could be utilized as a site for four kindergarten classrooms. It is recommended that four relocatable kindergarten classrooms (See Appendix F), or equivalent permanent construction, be installed on the available site. Due to the size of the site, 7000 square feet, only a limited playground for the kindergarten will be available after erection of the units.

Wainwright Dependents Schools

*The Jonathan M. Wainwright Dependents School is located in Tainan on the island of Taiwan and serves grade levels 1 through 12. The mean temperature in this geographical area is approximately 75 degrees Fahrenheit, with a high of 83 degrees and a low of 67 degrees. The mean precipitation is 72.5 inches and it should be noted that the area experiences occasional typhoons and earthquakes.

The projected kindergarten enrollment for this area is 84 pupils as of September, 1969. Based on this projection, 2 kindergarten classrooms will be required to serve this pupil population. No classrooms can be made available for kindergarten use and no other appropriate facilities are available for possible conversion. Therefore, it is recommended that 2 relocatable kindergarten classrooms, or equivalent permanent construction, meeting appropriate structural specifications, (See Appendix F) be provided to meet this need. A kindergarten playground should be developed adjacent to the units.

The availability of sites presents a serious problem. The present school site is inadequate in terms of size and, therefore, it would be necessary to acquire additional land to implement a kindergarten program. If such land is not readily available adjacent to the present school facility, the alternative would be to locate the kindergarten program on the nearby Tainan Air Station, where a site could be made available for this purpose.

Staffing requirements for implementation of a kindergarten at Wainwright include two full-time kindergarten teachers and one and one-half teacher aides.

Clark Air Force Base Dependents Schools

The Wurtsmith Elementary School is located on Clark Air Force Base on the Island of Luzon in the Republic of the Philippines. The temperature range during the year in this area is a low of 70 degrees and a high of 104 degrees. The annual precipitation is 76 inches and the area receives high winds from typhoons. Air conditioning is recommended for facilities located in this area.

The projected kindergarten enrollment for Wurtsmith Elementary School during the 1969-70 school year is 1200 pupils. Enrollment at the Base schools has increased at a rate of 700-900 students per year the past three years and it is anticipated that some growth will continue to occur. The 1200 pupil kindergarten projection has taken the growth rate into account and is considered to be an accurate estimate by school officials.

A staff of 24 full-time kindergarten teachers and 24 teacher aides will be required to staff the kindergarten program. Adequate housing for the program requires 24 kindergarten classrooms.

Buildings 3095, 3096, 3097, 3099 could be made available for kindergarten in 1969. Each of the buildings consists of two steel quonsets connected by restroom facilities. Each building contains four classrooms of 560 square feet each, an area which is too small to serve as a kindergarten. In addition, all of the quaonsets would need new floors, interior walls, lighting improvements, new restroom facilities, and air conditioning. Upon completion of the above modifications, the classrooms would still be too small. The end results would not justify the cost and it is recommended that these facilities not be used for kindergartens.

It is recommended that 24 relocatable kindergarten classrooms or equivalent permanent construction (See Appendix F) be provided to house the kindergarten program. Two sites could possibly be made available for the classrooms. One would be where Buildings 3095, 3096, 3097, 3099 presently stand. If these quonsets were removed, 34,000 square feet of site would be available. Ten kindergarten classrooms should be located on part of the site and the remaining part should be utilized for these kindergarten playgrounds.

The second site would be adjacent to the school grounds on the west side. This open area is not presently allocated to the school, but it is possible that it could be obtained. This area would easily accommodate the remaining 14 relocatable classrooms or equivalent permanent construction and four enclosed kindergarten playgrounds.

If a site can be made available, it is strongly recommended that the required kindergarten units be decentralized and that several of the classrooms be sited adjacent to the newly completed elementary facility and/or at other appropriate locations on the installation.

6. District III Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 1620 pupils in Group I schools, District III, Pacific Area, are categorized under four major classifications. Tables 11, 12, 13, and 14 identify requirements by classification and Table 15 summarizes the total estimated costs for the District.

Table 11 indicates a personnel requirement of 33 kindergarten teachers and 32 teacher aides at an estimated annual cost of $363,300.00.

Table 12 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 33 classrooms is $124,371.00.

Table 13 indicates that $760,404.00 will be required to provide the 33 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 0 classrooms from existing facilities and provision for 33 new kindergarten classroom units.

Eleven kindergarten playground units will require development at a total estimated cost of $23,650.00, as indicated in Table 14.

Table 15 indicates that the estimated cost for District III for providing required kindergarten classroom personnel, equipment and instructional materials, 33 classroom facilities, and the development of needed playground areas totals $1,271,725.00.

7. District IV School Site Reports

Puson Dependents Schools

*The Puson American Elementary School is located on a United States military installation at Puson, South Korea. The projected kindergarten enrollment for the Puson Elementary School during the 1969-70 school year is 25 pupils. One kindergarten classroom will be required to house the program. Personnel requirements include one full-time kindergarten teacher and one part-time teacher aide.

No adequate facility for a kindergarten is presently available at the elementary school or on the installation, but a regular elementary classroom of 720 square feet

TABLE 11

Summary of Personnel Requirements and Estimated Costs for Personnel, District III, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Sangley Point	72	2	$ 16,200.	1½	$ 4,500.	$ 20,700.
San Miguel	55	1	8,100.	1	3,000.	11,100.
Subic Bay	209	4	32,400.	4	12,000.	44,400.
Wainwright	84	2	16,200.	1½	4,500.	20,700.
Clark Air Base	1200	24	194,400.	24	72,000.	266,400.
TOTAL	1620	33	$267,300.	32	$96,000.	$363,300.

TABLE 12

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District III, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Class- rooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instruc- tional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Sangley Point	72	2	$ 6,374.	$ 900.	$ 7,274.
San Miguel	55	1	3,187.	600.	3,787.
Subic Bay	209	4	12,748.	2,400.	15,148.
Wainwright	84	2	6,374.	900.	7,274.
Clark Air Base	1200	24	76,488.	14,400.	90,888.
TOTAL	1620	33	$105,171.	$19,200.	$124,371.

[1] See Appendix C.

[2] See Appendix D.

TABLE 13

Summary of Facility Requirements and Estimated Costs of Facilities, District III, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Class-rooms Required	Classrooms Available for Kdg.	Cost of Modifi-cation of Avail. Class-rooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relo-catable Class-rooms[2]	Total Cost of Classroom Facilities
Sangley Point	2			2	$ 47,544.	$ 47,544.
San Miguel	1			1	23,772.	23,772.
Subic Bay	4			4	95,088.	95,088.
Wainwright	2			2	23,472.	23,472.
Clark Air Base	24			24	570,528.	570,528.
TOTAL	33			33	$760,404.	$760,404.

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[1] See Appendix G.

[2] Cost estimate includes air conditioning.

TABLE 14

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District III, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Sangley Point	2	1	yes[2]	$ 2,150.
San Miguel	1	1	yes	2,150.
Subic Bay	4	1	yes[2]	2,150.
Wainwright	2	1	no	2,150.
Clark Air Base	24	7	yes[3]	15,050.
TOTAL	33	11		$23,650.

[1] See Appendix E.

[2] The available site will accommodate the kindergarten classroom units, but only a limited amount of site will be left for a playground.

[3] Part of the site is not presently designated to the Dependents Schools.

TABLE 15

Summary of Estimated Costs for Establishing Kindergarten Program in District III, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Total Personnel Cost	Total Equip. & Instructional Material Cost	Total Classroom Facility Cost	Total Playground Development Cost	Total Cost for Establishing Kdg. Program
Sangley Point	72	2	$ 20,700.	$ 7,274.	$ 47,544.	$ 2,150.	$ 77,668.
San Miguel	55	1	11,100.	3,787.	23,772.	2,150.	40,809.
Subic Bay	209	4	44,400.	15,148.	95,088.	2,150.	156,786.
Wainwright	84	2	20,700.	7,274.	23,472.	2,150.	53,596.
Clark Air Base	1200	24	266,400.	90,888.	570,528.	15,050.	942,866.
TOTAL	1620	33	$363,300.	$124,371.	$760,404.	$23,650.	$1,271,725.

will be available in 1969. Although the classroom does not meet the square footage standard for a kindergarten facility, it could adequately house the program if the enrollment would be split into two sessions, 12 in the morning and 13 in the afternoon. The condition of the classroom is good and meets all of the specifications for a kindergarten except the square footage requirement. It is suggested that the regular elementary classroom be converted to use as a kindergarten classroom in 1969 and that the enrollment be split between two sessions, neither of which should exceed a maximum of 17 pupils. A kindergarten playground should be developed adjacent to the building.

Seoul Dependents Schools

*The Seoul American Elementary School is located on a U. S. Army installation at Seoul, South Korea. No climatic conditions prevail in the area which require special design and construction specifications for buildings.

The projected kindergarten enrollment for the Seoul Elementary School during the 1969-70 school year is 144 pupils. A total of three kindergarten classrooms will be required to house the program adequately. Personnel requirements include three full-time kindergarten teachers and three teacher aides.

No facilities for housing a kindergarten program are available at the school or on the installation. An available site is located approximately 200 feet from the present elementary school. The site is large enough to accommodate three classrooms, but only limited kindergarten playground space will be available because part of the site is required for the elementary school playground. It is recommended that three relocatable kindergarten classrooms or equivalent permanent construction (See Appendix F) be installed on the available site. A limited kindergarten playground should be developed adjacent to the three units.

Taegu Dependents Schools

*The Taegu American Elementary School is located on a United States military installation at Taegu, South Korea. No climatic conditions prevail in the area which require special design specifications for school facilities. The projected kindergarten enrollment for the 1969-70 school year is 25 pupils. One kindergarten classroom will be required to house the program and the personnel requirements include one full-time kindergarten teacher and a one-half time teacher aide.

The present elementary school will not have space available to house a kindergarten program in 1969, but adequate classroom space will be available in a building one block from the school. This facility presently houses a pre-school program and the available classroom meets the educational specifications for a kindergarten. In addition, adequate playground space is available adjacent to the building. It is recommended that the available classroom located one block from the present elementary school be utilized as a kindergarten classroom and that an adjacent playground area be enclosed and developed.

8. District IV Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 194 pupils in Group I Schools, District IV, Pacific Area, are categorized under four major classifications. Tables 16, 17, 18, and 19 identify requirements by classification and Table 20 summarizes the total estimated costs for the District.

Table 16 indicates a personnel requirement of 5 kindergarten teachers and 4½ teacher aides at an estimated annual cost of $54,000.00.

Table 17 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 5 classrooms is $18,335.00.

Table 18 indicates that $70,416.00 will be required to provide the 5 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 2 classrooms from existing facilities and provision for 3 new kindergarten classroom units.

TABLE 16

Summary of Personnel Requirements and Estimated Costs for Personnel, District IV, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Pusan	25	1	$ 8,100.	1	$ 3,000.	$11,100.
Seoul	144	3	24,300.	3	9,000.	33,300.
Taegu	25	1	8,100.	½	1,500.	9,600.
TOTAL	194	5	$40,500.	4½	$13,500.	$54,000.

TABLE 17

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District IV, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Pusan	25	1	$ 3,187.	$ 300.	$ 3,487.
Seoul	144	3	9,561.	1,800.	11,361.
Taegu	25	1	3,187.	300.	3,487.
TOTAL	194	5	$15,935.	$2,400.	$18,335.

[1] See Appendix C.

[2] See Appendix D.

TABLE 18

Summary of Facility Requirements and Estimated Costs of Facilities, District IV, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Pusan	1	1		3	$70,416	$70,416.
Seoul	3					
Taegu	1	1				
TOTALS	5	2		3	$70,416.	$70,416.

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[1] See Appendix G.

TABLE 19

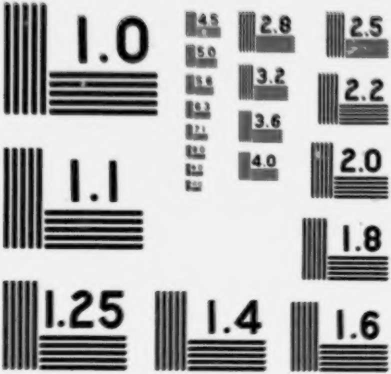
Summary of Site Availability and Estimated Playground Development and Equipment Costs for District IV, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Pusan	1	1	yes	$2,150.
Seoul	3	1	yes[2]	2,150.
Taegu	1	1	yes	2,150.

TOTAL	5	3		$6,450.

[1] See Appendix E.

[2] The available site will accommodate the classroom units, but only a limited amount of the site will be left for a kindergarten playground.


1.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0
10
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS–1963

TABLE 20

Summary of Estimated Costs for Establishing Kindergarten Program in District IV, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Establishing Kdg. Program
Pusan	25	1	$11,100.	$ 3,487.		$2,150.	$ 16,737.
Seoul	144	3	33,300.	11,361.	$70,416.	2,150.	117,227.
Taegu	25	1	9,600.	3,487.		2,150.	15,237.
TOTAL	194	5	$54,000.	$18,335.	$70,416.	$6,450.	$149,201.

Three kindergarten playground units will require development at a total estimated cost of $6,450.00, as indicated in Table 19.

Table 20 indicates that the estimated cost for District IV for providing required kindergarten classroom personnel, equipment and instructional materials, 5 classroom facilities, and the development of needed playground areas totals $149,201.00.

9. District V School Site Report

Midway Islands Dependents Schools

*The George Cannon School is located on Midway Island in the Pacific Ocean. Due to its location, the administration of the school program falls under the direct supervision of the Area Superintendent, Pacific, located in Honolulu, Hawaii.

The projected kindergarten enrollment for the George Cannon School, as of September, 1969, is 25 pupils and would require one kindergarten classroom, one full-time kindergarten teacher and one teacher aide. Although one elementary classroom can be made available for use of a kindergarten, its dimensions of 30' x 23' would indicate that it should not house more than 15 kindergarten youngsters. Therefore, it is recommended that the projected enrollment be served by conducting two kindergarten sessions (one morning and one afternoon), with enrollment in each section not to exceed 15 pupils due to existing space limitations.

The available room requires installation of running water, wall and ceiling repairs and painting, but no major structural modifications. Chalkboard in excess of 4 linear feet and tackboard in excess of 8 linear feet exist in the room at present.

The availability of playground space for exclusive use of kindergarten children, as required by specification, presents a problem. However, it is believed that space could be identified for this use, although this would require some realignment of the present primary playground area.

Although this facility does not provide an optimum situation, it is the judgment of the project staff,

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based on available data, that an effective kindergarten program could be conducted in this physical setting.

10. District V Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 25 pupils in Group I schools, District V, Pacific Area, are categorized under four major classifications. Tables 21, 22, 23, and 24 identify requirements by classification and Table 25 summarizes the total estimated costs for the District.

Table 21 indicates a personnel requirement of 1 kindergarten teacher and 1 teacher aide at an estimated annual cost of $11,100.00.

Table 22 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 1 classroom is $3,487.00.

Table 23 indicates that $450.00 will be required to provide the 1 classroom needed to serve the projected kindergarten enrollment. This amount includes the development of 1 classroom from existing facilities.

One kindergarten playground unit will require development at a total estimated cost of $2,150.00, as indicated in Table 24.

Table 25 indicates that the estimated cost for District V for providing required kindergarten classroom personnel, equipment and instructional materials, 1 classroom, and the development of the needed playground area totals $17,187.00.

TABLE 21

Summary of Personnel Requirements and Estimated Costs for Personnel, District V, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Midway Island	25	1	$8,100.	1	$3,000.	$11,100.

TABLE 22

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District V, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instruc-tional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Midway Island	25	1	$3,187.	$300.	

[1] See Appendix C.

[2] See Appendix D.

TABLE 23

Summary of Facility Requirements and Estimated Costs of Facilities, District V, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Midway Island	1	1	$450.			$450.

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[1] See Appendix G.

TABLE 24

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District V, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Midway Island	1	1	yes	$2,150.

[1] See Appendix E.

TABLE 25

Summary of Estimated Costs for Establishing Kindergarten Program in District V, Pacific Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Establishing Kdg. Program
Midway Island	25	1	$11,100.	$3,487.	$450	$2,150.	

11. Pacific Area Requirements

Requirements for establishing kindergarten programs to serve the Pacific Area projected kindergarten enrollment of 7,310 pupils in Group I schools are categorized under the four major classifications utilized in identifying district requirements. Tables 26, 27, 28, and 29 identify requirements by classification and Table 30 summarizes the total estimated costs for the entire Pacific Area.

Table 26 indicates a personnel requirement of 154 kindergarten teachers and 149½ teacher aides at an estimated annual cost of $1,832,400.00.

Table 27 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 154 classrooms is $582,298.00.

Table 28 indicates that $2,767,552.00 will be required to provide the 154 classrooms needed to serve the projected kindergarten enrollment of 7,310 pupils. This amount includes the development of 37 classrooms from existing facilities and provision for 117 new kindergarten classroom units.

Fifty-eight kindergarten playground units will require development at a total estimated cost of $124,700.00, as indicated in Table 29.

Table 30 indicates that the estimated cost for the Pacific Area for providing required kindergarten classroom personnel, equipment and instructional materials, 154 classroom facilities, and the development of needed playground areas totals $5,306,950.00.

TABLE 26

Summary of Personnel Requirements and Estimated Costs for the Pacific Area, DOD Overseas Dependents Schools - Group I

District	Projected Kdg. Enrollment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
I	3201	69	$ 558,900.	66½	$199,500.	$ 758,400.
II	2270	46	509,100.	45½	136,500.	645,600.
III	1620	33	267,300.	32	86,000.	363,300.
IV	194	5	40,500.	4½	13,500.	54,000.
V	25	1	8,100.	1	3,000.	11,100.
TOTAL	7,310	154	$1,383,900.	149½	$448,500.	$1,832,400.

TABLE 27

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for the Pacific Area, DOD Overseas Dependents Schools - Group I

District	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
I	3,201	69	$222,903.	$39,300.	$262,203.
II	2,270	46	146,602.	27,300.	173,902.
III	1,620	33	105,171.	19,200.	124,371.
IV	194	5	15,935.	2,400.	18,335.
V	25	1	3,187.	300.	3,487.
TOTAL	7,310	154	$493,798.	$88,500.	$582,298.

[1] See Appendix C.

[2] See Appendix D.

TABLE 28

Summary of Facility Requirements and Estimated Costs of Facilities for the Pacific Area, DOD Overseas Dependents Schools - Group I

District	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
I	69	34	$21,250.	35	$ 821,520.	$ 842,770.
II	46	0	0	46	1,093,512.	1,093,512.
III	33	0	0	33	760,404.	760,404.
IV	5	2	0	3	70,416.	70,416.
V	1	1	450.			450.
TOTAL	154	37	$21,700.	117	$2,745,852.	$2,767,552.

[1] See Appendix G.

TABLE 29

Summary of Site Availability and Estimated Playground Development and Equipment Costs for the Pacific Area, DOD Overseas Dependents Schools - Group I

District	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
I	69	28		$ 60,200.
II	46	15		32,250.
III	33	11		23,650.
IV	5	3		6,450.
V	1	1		2,150.
TOTAL	154	58		$124,700.

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[1] See Appendix E.

TABLE 30

Summary of Estimated Costs for Establishing Kindergarten Program in the Pacific Area, DOD Overseas Dependents Schools - Group I

District	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Class- rooms Required	Total Personnel Cost	Total Equip. & Instruc- tional Material Cost	Total Classroom Facility Cost	Total Play- ground Develop- ment Cost	Total Cost for Establishing Kdg. Program
I	3,201	69	$ 758,400.	$262,203.	$ 842,770.	$ 60,200.	$1,923,573.
II	2,270	46	645,600.	173,902.	1,093,512.	32,250.	1,945,264.
III	1,620	33	363,300.	124,371.	760,404.	23,650.	1,271,725.
IV	194	5	54,000.	18,335.	70,416.	6,450.	149,201.
V	25	1	11,100.	3,487.	450.	2,150.	17,187.
TOTAL	7,310	154	$1,832,400.	$582,298.	$2767,552.	$124,700.	$5,306,950.

C. The Atlantic Area

Dependents schools located in the general Atlantic region, including North, Central and South America, are defined by the Department of Defense as constituting the Atlantic Area and the operation and administration of these schools are the responsibility of the Secretary of the Navy. The Atlantic Area is a combination school area-district and is organized administratively as one area unit with offices in Washington, D. C. Overseas Dependents Schools are not located in Puerto Rico, the Virgin Islands, or in the Canal Zone.

Reports on school sites not visited by members of the survey team are coded with an asterisk.

1. Atlantic Area School Site Reports

Azores Dependents Schools

The Lajes Elementary School is located on Lajes Air Force Base at Tercieria, Azores. The island enjoys a mild climate; however, in the winter winds frequently reach hurricane velocity and the rainfall is heavy.

The projected kindergarten enrollment for the 1969-70 school year is 190 children. It is anticipated that the base will continue with an operational staff of present size and the school enrollments will be stable. Four kindergarten classrooms will be required to house the proposed kindergarten program. Staff requirements to operate the program include four full-time kindergarten teachers and four teacher aides.

The present elementary school does not have adequate space for the existing elementary enrollment. To provide elementary classrooms, hospital annex buildings are being converted to classroom facilities. It is recommended that one available hospital annex building be converted and remodeled as a kindergarten. This would involve removing and rearranging interior partitions, installing running water and restrooms, installing appropriate lighting, adjusting window heights, refurnishing the entire facility, and making other necessary modifications to meet educational specifications (See Appendix B). Two kindergarten playgrounds should be developed, one for each two kindergarten classrooms. These should be adjacent to the kindergarten facility.

Bermuda Dependents Schools

*The Kindley Elementary School is located at Hamilton on the island of Bermuda and serves as an attendance center for the dependent children of U. S. Air Force personnel. The school is located in a region in which high winds and occasional hurricanes are experienced.

The projected kindergarten enrollment for September, 1969, is 166 pupils. Housing for this enrollment requires four kindergarten classrooms. Staff requirements include four full-time kindergarten teachers and three and one-half teacher aides.

There are no classrooms available on the base which meet the minimum standards for a kindergarten. The second floor of the building which houses the dental clinic could be renovated, but a second story location for kindergarten classrooms is very undesirable. Adequate sites are available on the base and it is recommended that four relocatable kindergarten classrooms or (See Appendix F) equivalent permanent construction be provided on one of these sites. In addition, two kindergarten playgrounds should be developed adjacent to the classroom units. One playground will serve two classrooms.

Goose Air Base Dependents Schools

*The Goose Air Base Elementary School is located on Goose Bay in Labrador. The school provides educational services for dependent children of U. S. Air Force personnel associated with the air base. The temperature range on the base is from -25 degrees to 49 degrees Fahrenheit, and classroom facilities must be constructed with necessary provisions for this low temperature condition.

The projected kindergarten enrollment for the 1969-70 school year is 147 pupils. Three kindergarten classrooms will be required. Three full-time kindergarten teachers and three teacher aides will be needed to operate the program.

No classrooms currently available meet the requirements suggested in the educational specifications

(See Appendix F). A building which is presently housing a private pre-school program could be made available, but the total interior square footage and design are insufficient to provide two adequate kindergarten classrooms. The building presently has five small classrooms and the cost of complete renovation would not be justified by the end product.

It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on a site to be determined by local base officials in the future. The site should be large enough to accommodate the three classroom units and an adequate kindergarten playground. In addition, the site should be located as near the present elementary school as possible.

Guantanamo Dependents Schools

*The Guantanamo Elementary School serves the children of military and Department of Defense personnel associated with Guantanamo Naval Base, Cuba. It is located in an area in which hurrican weather conditions are common and school facilities should be constructed to meet this climatic condition.

The projected enrollment for kindergarten children for September, 1969, is 194. This will require a minimum of four classrooms with 25 pupils per room. Four full-time kindergarten teachers and four teacher aides will be required to staff the program.

There are three quonset huts currently available that could be remodeled to meet some of the minimum standards for kindergarten facilities. However, they are not adequate in size for 25 children per class. Therefore, it is recommended that four relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on a site to be determined by local base officials at a later date. Air conditioning would be a desirable feature for all kindergarten facilities in this location. The site should be located as near the elementary school as possible and be large enough to accommodate four classroom units and two kindergarten playgrounds. One playground area should serve two kindergarten classrooms.

Keflavik Dependents Schools

*The Keflavik Elementary School serves the children of personnel stationed in the area and is located at Keflavik, Iceland. The school is in a location where severe winds, sleet and snow are common weather conditions. Buildings should be designed with these conditions in mind.

The projected kindergarten enrollment for the Keflavik School in 1969 is 105 pupils. Staff requirements for this number of children includes two full-time kindergarten teachers and two teacher aides to assist them. Two kindergarten classrooms will be required.

There are no facilities which meet minimum requirements for kindergarten education presently available at the station. The new elementary school building proposed for completion in two years should have kindergarten facilities which meet the recommended educational specifications (See Appendix B) added to the present plans. The site is adequate in size for the addition of kindergarten rooms and a separate kindergarten playground.

Newfoundland Dependents Schools

*The A. L. Bristol Elementary School serves children of personnel in the area and is located at Argentiz, Newfoundland. No unusual climatic conditions which affect the structural design of buildings prevail in the area.

The projected kindergarten enrollment for the 1969-70 school year is 68 pupils. Two kindergarten classroom units will be required. The faculty should include two full-time kindergarten teachers and one and one-half teacher aides.

Two rooms in the elementary building are available for housing a kindergarten program, but neither meets the minimum space requirements for a kindergarten unit. It is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be placed near the present elementary building, with an adequate kindergarten playground provided.

2. Atlantic Area Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 870 pupils in Group I schools, Atlantic Area, are categorized under four major classifications. Tables 31, 32, 33, and 34 identify requirements by classification and Table 35 summarizes the total estimated costs for the Area.

Table 31 indicates a personnel requirement of 19 kindergarten teachers and 18 teacher aides at an estimated annual cost of $207,900.00.

Table 32 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 19 classrooms is $71,353.00.

Table 33 indicates that $378,280.00 will be required to provide the 19 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 4 classrooms from existing facilities and provision for 15 new kindergarten classroom units.

Nine kindergarten playground units will require development at a total estimated cost of $19,350.00, as indicated in Table 34.

Table 35 indicates that the estimated cost for the Atlantic Area for providing required kindergarten classroom personnel, equipment and instructional materials, 19 classroom facilities, and the development of needed playground areas totals $676,883.00.

TABLE 31

Summary of Personnel Requirements and Estimated Costs for the Atlantic Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Azores	190	4	$ 32,400.	4	$12,000.	$ 44,400.
Bermuda	166	4	32,400.	3½	10,500.	42,900.
Goose Air Base	147	3	24,300.	3	9,000.	33,300.
Guantanamo	194	4	32,400.	4	12,000.	44,400.
Keflavik	105	2	16,200.	2	6,000.	22,200.
Newfoundland	68	2	16,200.	1½	4,500.	20,700.
TOTAL	870	19	$153,900.	18	$54,000.	$207,900.

TABLE 32

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for the Atlantic Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Azores	190	4	$12,748.	$ 2,400.	$15,148.
Bermuda	166	4	12,748.	2,100.	14,848.
Goose Air Base	147	3	9,561.	1,800.	11,361.
Guantanamo	194	4	12,748.	2,400.	15,148.
Keflavik	105	2	6,374.	1,200.	7,574.
Newfoundland	68	2	6,374.	900.	7,274.
TOTAL	870	19	$60,553.	$10,800.	$71,353.

[1] See Appendix C.

[2] See Appendix D.

TABLE 33

Summary of Facility Requirements and Estimated Costs of Facilities for the Atlantic Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Class-rooms Required	Classrooms Available for Kdg.	Cost of Modifi-cation of Avail. Class-rooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relo-catable Class-rooms	Total Cost of Classroom Facilities
Azores	4	4	$25,000.			$ 25,000.
Bermuda	4			4	$ 93,888.	93,888.
Goose Air Base	3			3	70,416.	70,416.
Guantanamo	4			4	95,088.[2]	95,088.
Keflavik	2			2	46,944.	46,944.
Newfoundland	2			2	46,944.	46,944.
TOTAL	19	4	$25,000.	15	$353,280.	$378,280.

[1] See Appendix G.

[2] Includes cost for air conditioning.

TABLE 34

Summary of Site Availability and Estimated Playground Development and Equipment Costs for the Atlantic Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Azores	4	2	yes	$ 4,300.
Bermuda	4	2	yes	4,300.
Goose Air Base	3	1	yes	2,150.
Guantanamo	4	2	no[2]	4,300.
Keflavik	2	1	yes	2,150.
Newfoundland	2	1	no[2]	2,150.
TOTAL	19	9		$19,350.

[1] See Appendix E.

[2] Subject to verification.

TABLE 35

Summary of Estimated Costs for Establishing Kindergarten Program in the Atlantic Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Estab-lishing Kdg. Program
Azores	190	4	$ 44,400.	$15,148.	$ 25,000.	$ 4,300.	$ 88,848.
Bermuda	166	4	42,900.	14,848.	93,888.	4,300.	155,936.
Goose Air Base	147	3	33,300.	11,361.	70,416.	2,150.	117,227.
Guantanamo	194	4	44,400.	15,148.	95,088.	4,300.	158,936.
Keflauik	105	2	22,200.	7,574.	46,944.	2,150.	78,868.
Newfoundland	68	2	20,700.	7,274.	46,944.	2,150.	77,068.
TOTAL	870	19	$207,900.	$71,353.	$378,280.	$19,350.	$676,883.

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D. The European Area

Dependents schools located in countries in Europe, Africa, and Asia to 90° E. Longitude are defined by the Department of Defense as constituting the European Area, and the operation and administration of these schools are the responsibility of the Secretary of the Army. The European Area, which has the largest enrollment of the three dependents schools areas, comprises 10 school districts and is under the direction of the Area Superintendent, European Area, with offices in Karlsruhe, Germany.

Reports on school sites not visited by members of the survey team are coded with an asterisk.

1. District I School Site Reports

Kenitra Dependents Schools

*The Kenitra American Elementary School serves the dependent children of Navy, other military and DOD personnel and is located at Kenitra, Morocco. It has a projected kindergarten enrollment for the 1969-70 school year of 87 pupils. This enrollment will necessitate the provision of two classroom units. A staff of two full-time kindergarten teachers and one and one-half teacher aides will be required to operate the program.

No rooms now available on the base meet the minimum space requirement for kindergarten education. It is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be located on a site as near to the present elementary school as is feasible and that necessary space for an enclosed kindergarten playground be provided.

Rota Dependents Schools

*The Rota American Elementary School is located at Rota, Spain and serves dependent children of Navy, and other military and DOD civilian personnel assigned to this area. No climatic conditions prevail in the area which require special structural designs for buildings.

The projected kindergarten enrollment for the 1969-70 school year at the Rota School is 219 children.

Staff requirements to operate the program include five full-time kindergarten teachers and four and one-half teacher aides to assist them. Five kindergarten classrooms will be required.

Adequate classrooms will not be available in 1969, but an unlimited site is available across the street from the school. It is recommended that five relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on the available site. In addition, two kindergarten playgrounds, one to serve two classrooms, the second to serve three classrooms, should be developed adjacent to the units.

Royal Oaks Dependents Schools

The Royal Oaks American Elementary School is located in the U. S. Air Force Royal Oaks Housing Area. There are no severe weather conditions that would demand special consideration for building construction.

The projected kindergarten enrollment of the Royal Oaks School for 1969 is 399 pupils, which would require a minimum of 8 kindergarten classrooms. Since the primary grades for the 1967-68 school year will be operating on a double session, there are no rooms available for kindergarten purposes.

There are approximately 2 acres of site available for the construction of new facilities. Several areas adjacent to the present building could be so utilized, including the elevated area overlooking the playground from the north. It is recommended that eight relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on the available site. In addition, three kindergarten playgrounds should developed to serve the 8 classrooms.

Staffing requirements for the program include eight full-time kindergarten teachers and eight teacher aides.

Santa Clara Dependents Schools

The Santa Clara Elementary School is located in the U. S. Air Force Santa Clara Housing Area of Santa

Clara, Spain. This attendance center houses grades one, two and three. In addition, the San Pablo Elementary School, housing grades four, five, and six, is located on San Pablo Air Base near Santa Clara.

The projected kindergarten enrollment for these two attendance centers in 1969 is 271 pupils. Six kindergarten classrooms will be required to house the projected enrollment and a staff of six full-time kindergarten teachers and five and one-half teacher aides will be required to operate it.

The present crowded conditions at these schools negates any possibility of utilizing any existing facilities for kindergarten instruction. New facilities will be required to implement a kindergarten program. An adequate site for new construction is available at the San Pablo Elementary School.

It is recommended that six relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed at the San Pablo site, along with two kindergarten playgrounds, one for each cluster of three classrooms.

Sidi Yahia Dependents Schools

*The Sidi Yahia American Elementary School serves children of Navy and other DOD personnel and is located at Sidi Yahia, Morocco. The school has a projected enrollment of 20 kindergarten age pupils for September, 1969. One classroom will be needed. A full-time kindergarten teacher and one-half teacher aide will be needed to staff the program.

Because the school is located in an area where the temperature range is from 65 degrees to 100 degrees Fahrenheit, the kindergarten facilities should be air-conditioned. Though no facilities are currently available which meet minimum standards for a kindergarten program, space is available for location of the needed classroom unit and the necessary kindergarten playground area. It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided on the available site and that a kindergarten playground be developed adjacent to it.

Torrejon Dependents Schools

The Torrejon Elementary School is located on the Torrejon Air Base at Torrejon, Spain. The climatic conditions of the area are relatively moderate and would not require any special consideration for construction purposes. The enrollment projection for kindergarten is approximately 182 for the 1969-70 school year. However, a number of low cost apartment units are being constructed in Alcala (about 5 miles from Torrejon) which could cause a shift in school population from Royal Oaks to Torrejon.

Presently, the 1st and 2nd grades are being operated on a double session basis, and, for the 1967-68 school year, grades 1 through 4 will operate on this schedule. Existing overcrowded conditions would require totally new facilities for a proposed kindergarten program. The projected enrollment would necessitate a minimum of 4 kindergarten classroom units, with a possibility of 6 units if the shift in population occurs because of the previously mentioned construction at Alcala.

There is a site available adjacent to the existing building. It is recommended that four relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on the adjacent site. In addition, two kindergarten playgrounds should be developed, one for each two classrooms, adjacent to the new construction.

Staff requirements for initiating a kindergarten program at Torrejon include four full-time kindergarten teachers and four teacher aides.

2. District I Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 1,178 pupils in Group I schools, District I, European Area, are categorized under four major classifications. Tables 36, 37, 38, and 39 identify requirements by classification and Table 40 summarizes the total estimated costs for the District.

Table 36 indicates a personnel requirement of 26 kindergarten teachers and 24 teacher aides at an estimated annual cost of $282,600.00.

Table 37 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 26 classrooms is $97,262.00.

Table 38 indicates that $610,272.00 will be required to provide the 26 classrooms needed to serve the projected kindergarten enrollment. This amount provides for 26 new kindergarten classroom units.

Eleven kindergarten playground units will require development at a total estimated cost of $23,650.00, as indicated in Table 39.

Table 40 indicates that the estimated cost for District I for providing required kindergarten classroom personnel, equipment and instructional materials, 26 classroom facilities, and the development of needed playground areas totals $1,013,784.00.

3. District III School Site Reports

Alconbury Dependents Schools

Alconbury Elementary School is located on the RAF Alconbury base northwest of Cambridge, England. Alconbury is the supply center for two other schools, Molesworth and Chelveston, which are located in this area.

The mean temperature is listed as 45 degrees, with a high of 80 degrees and a low of 30 degrees. The mean annual precipitation is 19 inches. The weather conditions, typical of central England, cause no special problems in school construction.

The projected kindergarten enrollment for 1969 is 119, which will require three classrooms. The present elementary building, which was designed as a school building, is relatively new and American built, with 15 classrooms for grades 1-6. Authorization has been given for another unit of 17 classrooms on the same site; however, all of this future construction has been allocated to meet needs of increasing numbers of elementary and junior high school students.

It is recommended that three relocatable kindergarten classrooms or equivalent permanent construction

TABLE 36

Summary of Personnel Requirements and Estimated Costs for District I, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Kenitra	87	2	$ 16,200.	1½	$ 4,500.	$20,700.
Rota	219	5	40,500.	4½	13,500.	54,000.
Royal Oaks	399	8	64,800.	8	24,000.	88,800.
Santa Clara	271	6	48,600.	5½	16,500.	65,100.
Sidi Yahia	20	1	8,100.	½	1,500.	9,600.
Torrejon	182	4	32,400.	4	12,000.	44,400.
TOTAL	1178	26	$210,600.	24	$72,000.	$282,600.

TABLE 37

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District I, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Class- rooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instruc- tional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Kenitra	87	2	$ 6,374.	$ 1,200.	$ 7,574.
Rota	219	5	15,935.	2,700.	18,635.
Royal Oaks	399	8	25,496.	4,800.	30,296.
Santa Clara	271	6	19,122.	3,300.	22,422.
Sidi Yahia	20	1	3,187.	300.	3,487.
Torrejon	182	4	12,748.	2,100.	14,848.
TOTAL	1178	26	$82,862.	$14,400.	$97,262.

[1] See Appendix C.

[2] See Appendix D.

TABLE 38

Summary of Facility Requirements and Estimated Costs of Facilities, for District I, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Kenitra	2			2	$ 46,944.	$ 46,944.
Rota	5			5	117,360.	117,360.
Royal Oaks	8			8	187,776.	187,776.
Santa Clara	6			6	140,832.	140,832.
Sidi Yahia	1			1	23,472.	23,472.
Torrejon	4			4	93,888.	93,888.
TOTAL	26			26	$610,272.	$610,272.

[1] See Appendix G.

TABLE 39

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District I, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playground Required	Site Availability	Playground Equipment & Development Cost[1]
Kenitra	2	1	yes[2]	$ 2,150.
Rota	5	2	yes	4,400.
Royal Oaks	8	3	yes	6,450.
Santa Clara	6	2	yes	4,300.
Sidi Yahia	1	1	yes	2,150.
Torrejon	4	2	yes	4,300.
TOTAL	26	11		$23,650.

[1] See Appendix E.

[2] Subject to verification.

TABLE 40

Summary of Estimated Costs for Establishing Kindergarten Program in District I, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Estab-lishing Kdg. Program
Kenitra	87	2	$ 20,700.	$ 7,574.	$ 46,944.	$ 2,150.	$ 77,368.
Rota	219	5	54,000.	18,635.	117,360.	4,300.	194,295.
Royal Oaks	399	8	88,800.	30,296.	187,776.	6,450.	313,322.
Santa Clara	271	6	65,100.	22,422.	140,832.	4,300.	232,654.
Sidi Yahia	20	1	9,600.	3,487.	23,472.	2,150.	38,709.
Torrejon	182	4	44,400.	14,848.	93,888.	4,300.	157,436.
TOTAL	1178	26	$282,600.	$97,262.	$610,272.	$23,650.	$1,013,784.

(See Appendix F) be located on a site near the present school. The available site, which is adjacent to the Alconbury School, will not accommodate the three classrooms and required kindergarten playground without limiting the elementary playground area. Therefore, it is necessary that the site be expanded or that a suitable site be located elsewhere, but as near to the existing school as possible.

Three full-time kindergarten teachers and two and one-half teacher aides are required to fulfill the faculty requirements.

Bentwaters Dependents Schools

*The Bentwaters Elementary School is located at a United States military installation at Bentwaters, England. Buildings in the area must be designed to withstand excessive humidity and moisture.

The projected kindergarten enrollment for the kindergarten program at the school in 1969 is 182 children. A staff of four full-time kindergarten teachers and four teacher aides will be required. Four kindergarten classrooms will be needed to house the program.

One quonset classroom could be made available in 1969, but it is far below the minimum required size for kindergarten classrooms. Although no site is presently designated to the school for classroom construction, it is understood that a site can be made available for this purpose. It is recommended that four relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on an adequate site as near the present school facilities as possible. Two kindergarten playgrounds should be provided adjacent to the four classroom units.

Chicksands Dependents Schools

*The Chicksands American Elementary School is located at Chicksands, England. School facilities constructed in this area must be designed to withstand excessive moisture.

A total of 111 pupils is projected for the kindergarten enrollment at Chicksands during the 1969-70 school year. Three kindergarten classrooms will be required to house the program and a staff of three full-time kindergarten teachers and two and one-half teacher aides to assist them will be required.

No classrooms will be available in 1969 for kindergarten at the Chicksands School. An open site of approximately 5,000 square feet is available adjacent to the present school buildings. Three kindergarten classrooms could be located on this site, but space for a kindergarten playground will be limited. It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on the available site. In addition, it is recommended that the available site be expanded so that an adequate kindergarten playground can be developed.

Croughton Dependents Schools

Croughton Elementary School, a part of the Upper Heyford complex, is located on RAF Croughton Air Base north of Oxford, England. The Croughton School, grades 1-6, serves the children of Air Force and other military and DOD personnel. The temperature and climatic conditions are characteristic of Central England and require no special construction.

The projected kindergarten enrollment for September 1969, is 40 children, and will require one classroom. Faculty requirements include one full-time kindergarten teacher and one teacher aide.

No facilities are available at the Croughton School for housing a kindergarten program. There is an ample site for expansion in several directions adjacent to and near the present elementary school building. It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent construction be located on one of the available sites near or adjacent to the present elementary building. In addition, it is recommended that a kindergarten playground be developed adjacent to the kindergarten classroom

Eastcote and West Rusilip Dependents Schools

Eastcote Elementary School and West Rusilip Elementary School are contiguous school areas only a few miles apart serving minor dependents of military personnel stationed in the greater London area. Both schools are approximately 45 minutes from downtown London.

The projected kindergarten enrollment at Eastcote for the 1969-70 school year is 74 pupils and the estimated projected enrollment for 1969-70 for West Rusilip Elementary School is 109 pupils. If considered as separate units, the projected kindergarten enrollment at Eastcote would require two kindergarten classrooms and the projected kindergarten enrollment at West Rusilip would indicate a requirement for three kindergarten classrooms.

In both locations, enrollments are increasing and there is an acute classroom shortage. Consequently, no classrooms are available for adaptation as kindergartens. Also, no other facilities are available for conversion to such use. West Rusilip has a military construction budget request for additional classrooms at the elementary site, but these classrooms will serve only to meet enrollment demands of grades one through six.

West Rusilip Elementary School is a permanent facility for grades one through six and was designed and built as a school. If Eastcote and West Rusilip were, for the purpose of serving the kindergarten population, perceived as one attendance area, it would be possible to meet projected kindergarten enrollment needs by the addition of four classrooms (rather than five), if these classrooms were located on one site. Although site space is limited at West Rusilip, particularly if the planned additions for other levels are approved, it would be possible to site four kindergarten classrooms adjacent to Block II of the present structure, although some utilization of adjoining property would be required. It is recommended that four relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be added to the present 1st to 6th grade permanent school site at West Rusilip to serve the kindergarten needs of the Eastcote-West Rusilip attendance areas. Two kindergarten playgrounds should be developed adjacent to the four kindergarten units.

Faculty requirements for this kindergarten program will be four full-time kindergarten teachers and four teacher aides.

Harrogate Dependents School

The Harrogate Elementary School is located on the Menwith Hill Station a few miles from the town of Harrogate, England. The school site is located entirely on the military installation and, when possible, military personnel with minor dependents of school age are authorized housing on the installation so that children may walk to school. The mean temperature in this area is approximately 40 degrees, with a high of 65 and a low of 10 degrees Fahrenheit. The mean precipitation is 30 inches per year and it should be noted that, due to location of the site, all facilities are exposed to gale force winds.

The projected kindergarten enrollment at Harrogate for the 1969-70 school year is 23 pupils. This enrollment can be served by one kindergarten classroom. The original dependents school on the facility was built as a school but was abandoned recently, due to the need for additional classroom space. Barracks facilities were remodeled for this use and, although adequate in many respects, would not meet space specifications for kindergartens due to the average classroom size of approximately 600 square feet.

The "old dependents school" is being utilized for a variety of purposes, including off-duty education, nursery school, etc. The largest room in the "old dependents school" is presently being utilized for a post nursery but could be made available for kindergarten use and would be well suited for this purpose. Its dimensions would meet minimal square footage specifications, and its location immediately adjacent to a playground would make it a particularly fine facility. Primary lavatory facilities are located within approximately 50 feet of the classroom and are approached through a hallway. Heating and lighting are adequate, although difficult to control. Although running water is not presently available in the room, engineers indicate that it would be a relatively minor project to provide this requirement, as water is presently available in the classroom wall which abuts this facility. There would also be requirements for complete cabinet work, chalkboards, bulletin boards, and heat and light control. Otherwise, the classroom as it presently stands would be well suited for utilization as the needed kindergarten classroom.

It is recommended that the nursery school classroom be remodeled to meet kindergarten specifications (See Appendix B) and be utilized for a kindergarten program. In addition, the adjacent playground area should be developed into a kindergarten playground area.

One full-time kindergarten teacher and one-half time teacher aide will be required to staff the program.

High Wycombe Dependent Schools

High Wycombe Elementary School is located on the RAF High Wycombe Base west of London, en route to Oxford. No special requirements for school buildings as a result of climatic conditions are necessary in this area.

The projected kindergarten enrollment for 1969 is 113, requiring three kindergarten classrooms. Faculty requirements for the program include three full-time kindergarten teachers and two and one-half teacher aides to assist them.

There are no additional classroom facilities available at present on this small and crowded Air Force base. However, there is land available for additional construction adjacent to the present elementary school. It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on the site adjacent to the present school. In addition, a kindergarten playground should be developed adjacent to the classroom units.

Lakenheath Dependents Schools

Lakenheath Elementary School is located on the periphery of RAF Lakenheath Base north of Cambridge England. There are no special weather conditions which would affect school building construction.

The projected kindergarten enrollment for September, 1969, at the Lakenheath School is 334 pupils. Seven kindergarten classrooms will be required. Faculty requirements include seven full-time kindergarten teachers and seven teacher aides.

The elementary school is composed of renovated military buildings, about 480 square feet per unit. These units are separate one-room quonset huts, wooden structures, and a few concrete two-classroom buildings. A new classroom building is planned and scheduled for availability in 1969. The new building is to be located on what is now the elementary playground immediately adjacent to the present elementary buildings, which will reduce available play area. When this additional classroom space becomes available, the present elementary classrooms could be made available for kindergarten. The limited space within most of these classrooms (480 square feet) and their failure to meet other recommended educational specifications for a kindergarten classroom (See Appendix B), make them undesirable for housing a kindergarten program. Therefore, it is recommended that they not be utilized for this purpose.

It is recommended that seven relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided to house the kindergarten education program. If possible, it is desirable that a site be made available in the present school area for the seven classroom units and three kindergarten playgrounds, two to serve two units each and one to serve three units. If this is not possible, an additional site will have to be obtained.

Molesworth Dependents Schools

Molesworth Elementary School is part of the Alconbury-Molesworth-Chelveston complex located north and west of Cambridge, England. The weather conditions typical of this area cause no special problems in school building construction.

One kindergarten classroom will be required to house the projected kindergarten enrollment of 37 pupils in 1969. Faculty requirements for establishing the kindergarten program include one full-time kindergarten teacher and one teacher aide.

Molesworth is a large, completely inactive air base except for the school. A junior high school is located in 10 classrooms in renovated military buildings at one end of the base. If this present school were moved to Alconbury, many of the rooms vacated could serve as kindergarten and elementary classrooms. The elementary complex is located at the other side of the base and serves grades 1-6 in 12 classrooms. These classrooms are renovated barracks buildings. There are an unlimited number of such buildings which could be renovated as needed. The renovation of these facilities to meet the recommended educational specifications for a kindergarten classroom (See Appendix B) would be costly, because the barracks classrooms meet very few of the recommended specifications. In addition, it would be difficult to justify the cost if the school is to be relocated in the next few years.

Due to the above conditions and the possibility that the entire school attendance center may be relocated at Alconbury, it is recommended that a relocatable kindergarten classroom (See Appendix F) be located on an available site at Molesworth and a kindergarten playground developed adjacent to it. This will allow the kindergarten facility to be relocated at the new attendance center. This, in the long run, will be more economical, and, at the same time, will provide a superior kindergarten facility.

Upper Heyford Dependents Schools

Upper Heyford Elementary School is located on the RAF Upper Heyford Base north of Oxford, England. The temperature is characteristic of central England, with no special requirements for school house construction.

Upper Heyford has been the recipient of many Air Force personnel recently transferred from other European areas. The total enrollment in September, 1966, grades 1-12 was 300 pupils. In June, 1967, the enrollment was 1,700. There may be as many as 2,000 students in September, 1967. The school at Upper

Heyford is housed in 60 renovated barracks which will include 33 elementary grade classrooms this fall.

The projected enrollment for kindergarten in 1969 is 200 pupils, which will require 4 kindergarten classrooms. Four full-time kindergarten teachers and four teacher aides are included in the faculty requirements.

No facilities are presently available, nor could any be available by 1969, for housing the projected kindergarten enrollment. It is recommended that four relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on a site adjacent to or as near the present elementary facilities as possible. Two kindergarten playgrounds should be developed adjacent to the four kindergarten units, each to serve two classrooms.

Wethersfield Dependents Schools

Wethersfield Elementary School is located a few miles from Braintree, England, which is approximately one hour by train from London. In this area of England the temperature ranges from approximately 43 to 67 degrees Fahrenheit and the rainfall averages approximately 20 inches per year.

The projected kindergarten enrollment at Wethersfield for 1969 is 164 pupils. If attendance figures at this center continue to increase, the projected kindergarten enrollment may be conservative. However, based on this projection, Wethersfield will require four kindergarten classrooms to serve this age group. Wethersfield Elementary School consists of six classrooms and an administrative unit, which were designed and built as a school, and an additional group of 21 classrooms of quonset hut design. All facilities at the site are presently needed for present enrollments and a 26 room addition is part of the military construction program for fiscal 1969. If this construction is approved and funded, the older facilities will either be removed or used for non-school purposes. Consequently, no present or programmed school facilities can be made available for utilization as kindergarten classrooms.

Rectangular warehouse structures presently adjacent to the school site could be made available for kindergarten use. The dimensions would meet footage specifications but the long narrow design, low ceilings, high and insufficient window space, etc. are such that the facility would be quite inadequate. The floor structure allows for much moisture seepage and would be most unsatisfactory for kindergarten usage, which requires extensive use of the floor as part of the instructional program. On-site investigation suggests that extensive and costly remodeling would be required to create a minimal kindergarten facility, and, therefore, this course of action is not recommended.

As no other facilities can be made available for kindergarten use and as a site adjacent to the present school facility can be leased and made available for school site purposes, it is recommended that four relocatable classrooms (See Appendix F) or equivalent permanent construction be added at the present school location to serve the projected kindergarten needs for this installation. Two kindergarten playgrounds should be developed adjacent to the four units, each to serve two units.

Kindergarten faculty requirements for establishing the program include four full-time kindergarten teachers and three and one-half teacher aides to assist them.

Woodbridge Dependents Schools

*The Woodbridge American Elementary School is located near Woodbridge, England. The projected kindergarten enrollment for the Woodbridge School in 1969 is 79 pupils. Two kindergarten classrooms will be required to house the program and a staff of two full-time kindergarten teachers and one and one-half teacher aides will be required.

No classrooms facilities will be available in 1969 to house a kindergarten program and only a limited site is available for construction of the required classrooms. As the available site will accommodate only one of the needed classrooms, an additional site will have to be obtained to place two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction and an enclosed kindergarten playground area.

4. District III Requirements

Requirements for establishing kindergarten programs to serve the 1,586 projected kindergarten enrollment in Group I schools, District III, European Area, are categorized under four major classifications. Tables 41, 42, 43, and 44 identify requirements by classification and Table 45 summarizes the total estimated costs for the District.

Table 41 indicates a personnel requirement of 37 kindergarten teachers and 34 teacher aides at an estimated annual cost of $102,000.00.

Table 42 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 37 classrooms is $137,719.00.

Table 43 indicates that $845,742.00 will be required to provide the 37 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 1 classroom from existing facilities and provision for 36 new kindergarten classroom units.

Eighteen kindergarten playground units will require development at a total estimated cost of $38,700.00, as indicated in Table 44.

Table 45 indicates that the estimated cost for District III for providing required kindergarten classroom personnel, equipment and instructional materials, 37 classroom facilities, and the development of needed playground areas totals $1,423,861.00.

5. District IV School Site Reports

Asmara Dependents Schools

*The Eritrea Elementary School is located at Asmara, Ethiopia, as part of a U. S. Army dependent military installation. The projected enrollment figures indicate that a total of 94 pupils will be ready for kindergarten in September, 1969. Two full-time kindergarten teachers and two teacher aides to assist them will be required. Two kindergarten classroom units will be required to house the four kindergarten classes. Air conditioning is required.

TABLE 41

Summary of Personnel Requirements and Estimated Costs for District III, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Alconbury	119	3	$ 24,300.	2½	$ 7,500.	$ 31,800.
Bentwaters	182	4	32,400.	4	12,000.	44,400.
Chicksands	111	3	24,300.	2½	7,500.	31,800.
Croughton	40	1	8,100.	1	3,000.	11,100.
Eastcote & West Ruislip	183	4	32,400.	4	12,000.	44,400.
Harrogate	23	1	8,100.	½	1,500.	9,600.
High Wycombe	113	3	24,300.	2½	7,500.	31,800.
Lakenheath	334	7	56,700.	7	21,000.	77,700.
Molesworth	37	1	8,100.	1	3,000.	11,100.
Upper Heyford	200	4	32,400.	4	12,000.	44,400.
Wethersfield	164	4	32,400.	3½	10,500.	42,900.
Woodbridge	79	2	16,200.	1½	4,500.	20,700.
TOTAL	1,586	37	$299,700.	34	$102,000.	$401,700.

TABLE 42

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District III, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instruc-tional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Alconbury	119	3	$ 9,561.	$ 1,500.	$ 11,061.
Bentwaters	182	4	12,748.	2,100.	14,848.
Chicksands	111	3	9,561.	1,500.	11,061.
Croughton	40	1	3,187.	600.	3,787.
Eastcote & West Rusilip	183	4	12,748.	2,100.	14,848.
Harrogate	23	1	3,187.	300.	3,487.
High Wycombe	113	3	9,561.	1,500.	11,061.
Lakenheath	334	7	22,309.	4,200.	26,509.
Molesworth	37	1	3,187.	600.	3,787.
Upper Heyford	200	4	12,748.	2,400.	15,148.
Wethersfield	165	4	12,748.	2,100.	14,848.
Woodbridge	79	2	6,374.	900.	7,274.
TOTAL	1,586	37	$117,919.	$19,800.	$137,719.

[1] See Appendix C.

[2] See Appendix D.

TABLE 43

Summary of Facilit Requirements and Estimated Costs of Facilities for District III, Eur ean Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Class-rooms Required	C lassrooms ailable or Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Alconbury	3			3	$ 70,416	$ 70,416.
Bentwaters	4			4	93,888.	93,888.
Chicksands	3			3	70,416.	70,416.
Croughton	1			1	23,472.	23,472.
Eastcote & West Rusilip	4			4	93,888.	93,888.
Harrogate	1	1	$750.			750.
High Wycombe	3			3	70,416.	70,416.
Lakenheath	7			7	164,304.	164,304.
Molesworth	1			1	23,472.	23,472.
Upper Heyford	4			4	93,888.	93,888.
Wethersfield	4			4	93,888.	93,888.
Woodbridge	2			2	46,944.	46,944.
TOTAL	37	1	$750.	36	$844,992.	$845,742.

[1] See Appendix G.

TABLE 44

Summary of Site Availabilit and Estimated Playground Development and Equipment Costs for District III, Eur pean Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Alconbury	3	1	yes[2]	$ 2,150.
Bentwaters	4	2	yes[3]	4,300.
Chicksands	3	1	yes[2]	2,150.
Croughton	1	1	yes	2,150.
Eastcote & West Ruslip	4	2	yes	4,300.
Harrogate	1	1	yes	2,150.
High Wycombe	3	1	yes	2,150.
Lakenheath	7	3	yes[3]	6,450.
Molesworth	1	1	yes	2,150.
Upper Heyford	4	2	yes[3]	4,300.
Wethersfield	4	2	yes	4,300.
Woodbridge	2	1	yes[2]	2,150.
TOTAL	37	18		$38,700.

[1] See Appendix E.

[2] Site needs to be expanded.

[3] Subject to confirmation.

TABLE 45

Summary of Estimated Costs f r Establishing Kindergarten Program in District III, European Area, D Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Total ersonnel Cost	Total Equip. & Instructional Material Cost	Total* Classroom Facility Cost	Total Playground Development Cost	Total Cost for Establishing Kdg. Program
Alconbury	119	3	$ 31,800.	$ 11,061.	$ 70,416.	$ 2,150.	$ 115,427.
Bentwaters	182	4	44,400.	14,848.	93,888.	4,300.	157,436.
Chicksands	111	3	31.800.	11,061.	70,416.	2,150.	115,427.
Croughton	40	1	11,100.	3,787.	23,472.	2,150.	40,509.
Eastcote & West Rusilip	183	4	44,400.	14,848.	93,888.	4,300.	157,436.
Harrogate	23	1	9,600.	3,487.	750.	2,150.	15,987.
High Wycombe	113	3	31,800.	11,061.	70,416.	2,150.	115,427.
Lakenheath	334	7	77,700.	26,509.	164,304.	6,450.	274,963.
Molesworth	37	1	11,100.	3,787.	23,472.	2,150.	40,509.
Upper Heyford	200	4	44,400.	15,148.	93,888.	4,300.	157,736.
Wethersfield	165	4	42,900.	14,848.	93,888.	4,300.	155,936.
Woodbridge	79	2	20,700.	7,274.	46,944.	2,150.	77,068.
TOTAL	1,586	37	$401,700.	$137,719.	$845,742.	$38,700.	$1,423,861.

Adequate facilities for kindergarten education are not currently available on the post, nor will they be available by 1969. It is recommended that two relocatable kindergarten units (See Appendix F) or equivalent permanent construction be provided at the installation to house the program. A kindergarten playground should be developed adjacent to the two units. The classrooms and playground area should be located on a site adjacent to or as near the present school as possible.

Ankara Dependents Schools

The Ankara Elementary School is located on the TUSLOG, Det. 30, Base at Ankara, Turkey. The climatic conditions are such that air conditioning would be desirable in school facilities during parts of the school year.

The projected kindergarten enrollment for 1969 is 221 pupils, requiring five kindergarten classrooms. The kindergarten faculty will include five full-time kindergarten teachers and four and one-half teacher aides.

The elementary facility is part of a unit school which provides for grades 1-12 and includes residence halls for high school students. Increases in enrollment are rapidly overtaking the facilities. An addition to the present school facilities is planned, This addition is designed to permit and could include the needed kindergarten classrooms, if the facility were expanded by 1969.

Another alternative would be to house the kindergarten program in a former private residence that could be made available in 1969. The building presently houses a private pre-school program and could be rented for $200.00 a month. However, it would be more desirable to conduct kindergarten as part of the elementary program and this building is located off the base. In addition, it would be necessary to utilize second story classrooms in the private residence, a condition which is undesirable for five-year-old children. Therefore, it is recommended that five relocatable kindergarten classrooms (See Appendix F) be provided, with two kindergarten playgrounds, one to serve three units and one to serve two, on a site near or adjacent to the present elementary school. A second recommended alternative would be to attach five kindergarten classrooms of equivalent permanent construction to the new facility to be completed in 1968 and to provide the two required playgrounds adjacent to them.

Adana Dependents Schools

*The Adana American Elementary School is part of a United States military installation at Adana, Turkey. It is recommended that air conditioning be provided for kindergarten facilities at this installation.

A total of 142 pupils is projected for the kindergarten program in 1969. Three full-time kindergarten teachers, three teacher aides, and three kindergarten classrooms will be required.

A quonset which presently houses a private preschool could be made available in 1969 for housing the proposed kindergarten program. The classrooms within the structure are far below minimum recommended specifications in relation to square footage and design and are considered substandard. It is therefore recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on a site which is available near the elementary school. A kindergarten playground should be developed adjacent to the three units.

Cigli Dependents Schools

The Cigli Elementary School is on the Cigli Air Force base near Izmir, Turkey. This area experiences light rainfall and is subject to earthquakes. It is recommended that air conditioning be provided in kindergarten classrooms.

The projected kindergarten enrollment is 72 children for the 1969-70 school year. Two kindergarten classrooms will be required to house the projected enrollment and necessary faculty includes two full-time kindergarten teachers and two teacher aides.

Plans are now underway to build a six classroom addition to the elementary school. This wing may be completed by 1969 and two classrooms could be made available for kindergarten. However, each classroom will contain less than the recommended square footage for a kindergarten classroom. It is recommended that the two available classrooms in the new addition be modified to meet the educational specifications for a kindergarten classroom (See Appendix B) and be utilized as such with a maximum capacity of 18 pupils in any one session. This will require that two kindergarten sessions a day be held in each classroom. In addition, a kindergarten playground should be provided adjacent to the two classrooms.

Iraklion Dependents Schools

*The Iraklion Elementary School

The temperature at this location ranges from 34 degrees to 110 degrees Fahrenheit and it would be desirable for kindergarten facilities to be air conditioned. The projected enrollment for kindergarten in September, 1969, is 68 pupils. Two kindergarten teachers and one and one-half teacher aides should be provided to staff the program. The projected enrollment will require two classrooms.

There are currently no classrooms adequate for kindergarten available on the base, nor will any be available in 1969. The two new kindergarten classroom units should be located on a site to be determined, as near the elementary school as is feasible, and a kindergarten playground should adjoin them.

Istanbul Dependents Schools

The Istanbul American Elementary School is located in Istanbul, Turkey, and is not associated with a military base. No climatic conditions exist in the area which affect building requirements.

One kindergarten classroom will be required to house the projected enrollment of 46 pupils in September, 1969. A staff of one full-time kindergarten teacher and one teacher aide will be required.

At present, no facilities that meet the recommended educational specifications for a kindergarten classroom (See Appendix B) are available. Approval has been given for the construction of a new elementary school building on an adequate site. The new building will contain a classroom which is designated for kindergarten. However, this room will be only 30' x 22', or 600 square feet in area, which is not adequate for a kindergarten facility.

It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be located on a 5,000 square foot site which is adjacent to the present elementary school building. A kindergarten playground should be developed adjacent to the classroom unit.

Izmir Dependents Schools

The Izmir American Elementary School is located at Izmir, Turkey, and is associated with NATO Headquarters. The area is subject to occasional earthquakes.

The projected kindergarten enrollment for September 1969 of 134 pupils will require three kindergarten classrooms, three full-time kindergarten teachers and three teacher aides.

No adequate kindergarten facilities are presently available in the elementary school, nor is it anticipated that any will become available. A contract is presently being negotiated with Turkish authorities for leasing a site and for construction of a new elementary school building. It is anticipated that this building will be completed prior to September, 1969. It is not presently known if three classrooms would be available in the new structure for housing kindergarten, but the size of the planned classrooms, 850 square feet, would be adequate for only 17 pupils per room. It would, therefore, be necessary to provide a fourth kindergarten classroom of this size to accommodate the enrollment.

The site under consideration for the new building will have additional space after construction for three kindergarten classrooms and a kindergarten playground. It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be located on the site, along with a kindergarten playground, and that rooms in the anticipated structure not be utilized for kindergartens.

Karamursel Dependents Schools

The Karamursel American Elementary School is on Karamursel Air Base in Turkey. The area is subject to occasional earthquakes.

A total of 121 children are projected for the kindergarten education program in September, 1969. Three kindergarten classrooms, three full-time kindergarten teachers, and two and one-half teacher aides will be required.

Two buildings on the base and an old store in the nearby town of Yalona could be made available for the kindergarten program in 1969. These facilities presently house private pre-schools, but their utilization for the kindergarten program would be very undesirable since none of the three facilities meets the requirements in the educational specifications for a kindergarten classroom (See Appendix B). In addition, it is doubtful if extensive remodeling could bring facilities up to a level where they would be adequate.

There is an adequate site available for the addition of classrooms adjacent to the present elementary school. Therefore, it is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be located on the available site and that a kindergarten playground be developed adjacent to the three units.

Peshawar Dependents Schools

*The Khair Sagalie Elementary School is located at Peshawar, West Pakistan. No climatic conditions occur in the area which require special structural design for facilities.

The projected kindergarten enrollment at the Khair Sagalie Elementary School for the 1969-70 school year is 25 children. One kindergarten classrooms, one full-time kindergarten teacher, and one part-time teacher aide will be required for the program.

One classroom is available at the elementary school for housing a kindergarten program. The available facility is a trailer classroom, which is undesirable for a kindergarten due to its limited dimensions and failure to meet the educational specifications (See Appendix B). It is recommended that a relocatable kindergarten classroom or equivalent permanent construction (See Appendix F) be installed on a site to be determined by local officials. The site should be as near the elementary school as possible, and a kindergarten playground should be developed adjacent to the classroom unit.

6. District IV Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 123 pupils in Group I schools, District IV, European Area, are categorized under four major classifications. Tables 46, 47, 48 and 49 identify requirements by classification and Table 50 summarizes the total estimated costs for the District.

Table 46 indicates a personnel requirement of 23 kindergarten teachers and 21 teacher aides at an estimated annual cost of $249,300.00.

Table 47 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 23 classrooms is $82,127.00.

Table 48 indicates that $472,474.00 will be required to provide the 23 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 2 classrooms from existing facilities and provision for 21 new kindergarten classroom units.

Ten kindergarten playground units will require development at a total estimated cost of $21,500.00, as indicated in Table 49.

Table 50 indicates that the estimated cost for District IV for providing required kindergarten classroom personnel, equipment and instructional materials, 23 classroom facilities, and the development of needed playground areas totals $825,401.00.

TABLE 46

Summary of Personnel Requirements and Estimated Costs for District IV, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Asmara	94	2	$16,200.	2	$ 6,000.	$ 22,200.
Ankara	221	5	40,500.	4½	13,500.	54,000.
Adana	142	3	24,300.	3	9,000.	33,300.
Cigli	72	2	16,200.	2	6,000.	22,200.
Iraklian	68	2	16,200.	1½	4,500.	20,700.
Istanbul	46	1	16,200.	2	6,000.	22,200.
Izmir	134	3	24,300.	3	9,000.	33,300.
Karamursel	121	3	24,300.	2½	7,500.	31,800.
Peshawar	25	1	8,100.	½	1,500.	9,600.
TOTAL	923	23	$186,300.	21	$63,000.	$249,300.

TABLE 47

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District IV, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Asmara	94	2	$ 6,387.	$ 1,200.	$ 7,587.
Ankara	221	5	15,935.	3,000.	18,935.
Adana	142	3	9,561.	1,800.	11,361.
Cigli	72	2	6,374.	900.	7,274.
Iraklian	68	2	6,374.	900.	7,274.
Istanbul	46	1	3,187.	600.	3,787.
Izmir	134	3	9,561.	1,800.	11,361.
Karamursel	121	3	9,561.	1,500.	11,061.
Peshawar	25	1	3,187.	300.	3,487.
TOTAL	923	23	$70,127.	$12,000.	$82,127.

[1] See Appendix C.

[2] See Appendix D.

TABLE 48

Summary of Facility Requirements and Estimated Costs of Facilities for District IV, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Class-rooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Class-rooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relo-catable Class-rooms	Total Cost of Classroom Facilities
Asmara	2			2	$ 47,261.[2]	$ 47,261.
Ankara	5			5	118,860.[2]	118,860.
Adana	3			3	71,316.[2]	71,316.
Cigli	2	2			600.[2]	600.
Iraklian	2			2	46,961.	46,961.
Istanbul	1			1	23,472.	23,472.
Izmir	3			3	70,416.	70,416.
Karamursel	3			3	70,416.	70,416.
Peshawar	1			1	23,472.	23,472.
TOTAL	23	2		21	$472,774.	$472,774.

[1] See Appendix G.

[2] Cost Estimate includes air conditioning.

TABLE 49

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District IV, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Asmara	2	1	yes[2]	$ 2,150.
Ankara	5	2	yes[2]	4,300.
Adana	3	1	yes	2,150.
Cigli	2	1	yes	2,150.
Iraklian	2	1	yes[2]	2,150.
Istanbul	2	1	yes	2,150.
Izmir	3	1	yes	2,150.
Karamursel	3	1	yes	2,150.
Peshawar	1	1	yes[2]	2,150.
TOTAL	23	10		$21,500.

[1] See Appendix E.

[2] Subject to confirmation.

TABLE 50

Summary of Estimated Costs for Establishing Kindergarten Program in District IV, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Estab-lishing Kdg. Program
Asmara	94	2	$ 22,200.	$ 7,587.	$ 47,261.	$ 2,150.	$ 79,198.
Ankara	221	5	54,000.	18,935.	118,860.	4,300.	196,095.
Adana	142	3	33,300.	11,361.	71,316.	2,150.	118,127.
Cigli	72	2	22,200.	7,274.	600.	2,150.	32,224.
Iraklian	78	2	20,700.	7,274.	46,961.	2,150.	77,085.
Istanbul	46	2	22,200.	3,787.	23,472.	2,150.	51,609.
Izmir	134	3	33,300.	11,361.	70,416.	2,150.	117,227.
Karamursel	121	3	31,800.	11,061.	70,416.	2,150.	115,427.
Peshawar	25	1	9,600.	3,487.	23,472.	2,150.	38,709.
TOTAL	923	23	$249,300.	$82,127.	$472,774.	$21,500.	$825,701.

7. District V School Site Reports

Aviano Dependents Schools

*The Aviano American Elementary School is located at Aviano, Italy. No unusual climatic conditions occur in the area which affect the design of school facilities.

The projected kindergarten enrollment for 1969 of 132 pupils will require three kindergarten classrooms and services of three full-time kindergarten teachers and three teacher aides.

The classroom which presently houses a private pre-school program could be made available in 1969 to house a kindergarten education program, if it is not utilized to house the expanding elementary school enrollment. However, the classroom is small and substandard for a kindergarten facility. It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided to house the proposed program, and that an adjacent kindergarten playground be developed. Additional site acquisition will be necessary to accommodate the new facilities.

Brindisi Dependents Schools

*The Brindisi Elementary School is located on a United States Air Force installation at Brindisi, Italy. The projected kindergarten enrollment for 1969 is 96 children. This figure is high when compared to present enrollment figures at the base schools, but the elementary school population increased from 183 students in 1964 to 470 students in 1966. The 1967 elementary enrollment may reach 600 students.

Two kindergarten classrooms will be required to house the projected enrollment. Faculty requirements will include two full-time kindergarten teachers and two teacher aides.

No classrooms will be available in 1969 to house a kindergarten education program, due to the expanding elementary enrollment. However, several large, adequate sites for new facilities are available across from, and adjacent to, the elementary school. Therefore, it is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction, along with an adjacent kindergarten playground area, be provided on one of the available sites.

Gaeta Dependents Schools

*The Gaeta Elementary School is part of a United States Navy installation at Gaeta, Italy. The present elementary school has been established for only one year. From the best available data, the projected kindergarten enrollment for 1969 is 29 children. One kindergarten classroom, one full-time kindergarten teacher and one teacher aide will be required to accommodate the projected enrollment.

There is no available space for a kindergarten in the present building, which houses the elementary school, a PX, a commissary and other base support programs. This is a leased building. Another building will have to be leased and modifications made to meet recommended specifications for housing the kindergarten program. A kindergarten playground adjacent to the new facility will be needed.

Livorno Dependents Schools

The Livorno Elementary School is located on the United States Army Livorno Post at Livorno, Italy. The projected kindergarten enrollment for 1969 at Livorno is 66 children. Two full-time kindergarten teachers and one and one-half teacher aides will be required.

Two classrooms in the present building could be made available in 1969 to house a kindergarten education program; however, both are small and do not meet several standards recommended in the educational specifications for a kindergarten classroom (See Appendix B). An adequate amount of site is available near and adjacent to the present elementary school for relocatable units or additions to the present building. Therefore, it is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on the available site. In addition, a kindergarten playground should be developed adjacent to the units.

Naples Dependents Schools

The Forrest Sherman Elementary School is located in the city of Naples, Italy. The projected kindergarten enrollment for September, 1969, is 259 pupils. Six kindergarten classrooms, six full-time kindergarten teachers, and five and one-half teacher aides will be needed for the program.

No classrooms adequate for usage as kindergartens are presently available. A new school for grades 1-12 is presently being planned for the 1969-70 school year. No kindergarten facilities are included in these plans as of the present, but it is feasible that they could be modified to provide them. It is recommended that the plans for the new school include six kindergarten classrooms and two adjacent kindergarten playgrounds which meet the educational specifications recommended for a kindergarten facility (See Appendix B).

If plans for the new building are not approved, it will be necessary to provide six kindergarten classrooms on a lease-construction basis, since all facilities utilized by the U. S. Naval Support Activity are leased. No site is available adjacent to the present school, but the selected site should be located as near the elementary school as possible.

Sigonella Dependents Schools

*The Sigonella American Elementary School is located at Sigonella, Sicily, in conjunction with a United States Navy installation. It is desirable that school facilities in this area be air-conditioned, due to temperatures that exceed 100 degrees during several months of the year.

The projected kindergarten enrollment for the Sigonella School during the 1969-70 school year is 31 pupils. One kindergarten classroom with two sessions, one in the morning and one in the afternoon, will adequately house the projected enrollment. Personnel requirements to operate the program include one full-time kindergarten teacher and one teacher aide.

Two kindergarten classrooms could be available at the school in 1969. They fulfill educational specifications for a kindergarten classroom (See Appendix B) except in the square footage requirement. By removing a partition, the two classrooms can be combined into one, thus producing an adequate facility. It is recommended that the available classrooms, after being combined, be utilized for the kindergarten program and that an adjacent kindergarten playground be developed.

Verona Dependents Schools

*The Riverside Elementary School is located near a United States Army installation at Verona, Italy. The projected kindergarten enrollment for 1969 is 31 children. One full-time kindergarten teacher and one teacher aide will be required. One kindergarten classroom will adequately house the projected enrollment.

Since the Verona installation is being reduced in complement, the elementary school will have a classroom available to house a kindergarten program in 1969. The classroom contains less than the recommended square footage, but meets other educational specifications for a kindergarten classroom (See Appendix B). The capacity of the classroom for a kindergarten session is 18 children. By dividing the projected enrollment evenly between a morning and an afternoon session, the total number of children can be housed in the available classroom. A kindergarten playground should be developed adjacent to the facility.

Vicenza Dependents Schools

The Vicenza Elementary School is part of a United States Army installation at Vicenza, Italy. High temperatures during the school year make it essential that air-conditioning be included in kindergarten facilities.

A total of 124 pupils is projected for a kindergarten program in 1969. Three kindergarten classrooms will be required to house the program and a faculty of three full-time teachers and two and one-half teacher aides will be needed.

No classrooms are available in the elementary school, nor will any be available by 1969, for housing a kindergarten education program. Two military portable buildings which presently house a private pre-school program are adjacent to the elementary school and could be made available. In addition, a third similar portable building in the same area, which is being used as a recreation center, could also be made available in 1969. Each of the classrooms contains approximately 1200 square feet. If modifications (See Appendix G) to these facilities are completed by 1969, to bring them to educational specifications for a kindergarten classroom, it is recommended that they be so utilized. A site is available and adjacent to the portables, and it is recommended that a kindergarten playground be developed there to serve the three classrooms.

Wheelus Dependents Schools

*The Wheelus Elementary School is located on Wheelus Air Force Base at Tripoli, Libya. High temperatures during the year make it essential that air-conditioning be included in school facilities.

The projected kindergarten enrollment for the 1969-70 school year is 100 children. Two kindergarten classrooms will be required to house the projected enrollment. Faculty requirements include two full-time kindergarten teachers and two teacher aides.

Two adequate classrooms are available for housing the kindergarten program, according to data submitted. If these classrooms meet specifications (See Appendix B), it is recommended that they be utilized to serve the projected kindergarten enrollment. A kindergarten playground will be required adjacent to these facilities.

8. District V Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 868 pupils in Group I schools, District V, European Area, are categorized under four major classifications. Tables 51, 52, 53 and 54 identify requirements by classification and Table 55 summarizes the total estimated costs for the District.

TABLE 51

Summary of Personnel Requirements and Estimated Costs for District V, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Aviano	132	3	$ 24,300.	3	$ 9,000.	$33,300.
Brindisi	96	2	16,200.	2	6,000.	22,200.
Gaeta	29	1	8,100.	1	3,000.	11,100.
Livorno	66	2	16,200.	1½	4,500.	20,700.
Naples	259	6	48,600.	5½	16,500.	65,100.
Sigonella	31	1	8,100.	1	3,000.	11,100.
Verona	31	1	8,100.	1	3,000.	11,100.
Vicenza	124	3	24,300.	2½	7,500.	31,800.
Wheelus	100	2	16,200.	2	6,000.	22,200.
TOTAL	868	21	$170,100.	19½	$58,500.	$228,600.

TABLE 52

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District V, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Aviano	132	3	$ 9,561.	$ 1,800.	$11,361.
Brindisi	96	2	6,374	1,200.	7,574.
Gaeta	29	1	3,187.	300.	3,487.
Livorno	66	2	6,374.	900.	7,274.
Naples	259	6	19,122.	3,300.	22,422.
Sigonella	31	1	3,187.	600.	3,787.
Verona	31	1	3,187.	600.	3,787.
Vicenza	124	3	9,561.	1,500.	11,061.
Wheelus	100	2	6,374.	1,200.	7,574.
TOTAL	868	21	$66,927.	$11,400.	$78,327.

[1] See Appendix C.

[2] See Appendix D.

TABLE 53

Summary of Facility Requirements and Estimated Costs of Facilities for District V, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Class-rooms Required	Classrooms Available for Kdg.	Cost of Modifi-cation of Avail. Class-rooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relo-catable Class-rooms	Total Cost of Classroom Facilities
Aviano	3			3	$ 70,416.	$ 70,416.
Brindisi	2			2	46,944.	46,944.
Gaeta	1			1	23,472.[2]	23,472.
Livorno	2			2	46,944.	46,944.
Naples	6			6	140,832.	140,832.
Sigonella	1	1	$1,300.[3]			1,300.
Verona	1	1				
Vicenza	3	3	3,500.			3,500.
Wheelus	2	2	600.			600.
TOTAL	21	7	$5,400.	14	$328,608.	$334,008.

[1] See Appendix G.

[2] This figure represents the cost of leasing a building for a kindergarten facility and modifying it to meet the educational specifications for a kindergarten classroom.

[3] Cost estimate includes air conditioning.

TABLE 54

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District V, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Aviano	3	1	no	$ 2,150.
Brindisi	2	1	yes	2,150.
Gaeta	1	1	no[2]	2,150.
Livorno	2	1	yes	2,150.
Naples	6	2	yes[3]	4,300.
Sigonella	1	1	yes	2,150.
Verona	1	1	yes	2,150.
Vicenza	3	1	yes	2,150.
Wheelus	2	1	yes	2,150.
TOTAL	21	10		$21,500.

[1] See Appendix E.

[2] Negotiations will be necessary for leasing building and land.

[3] Site is available if kindergarten classrooms are included in plans for new school to be completed by 1969-70 school year.

TABLE 55

Summary of Estimated Costs for Establishing Kindergarten Program in District V, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Total Personnel Cost	Total Equip. & Instructional Material Cost	Total Classroom Facility Cost	Total Playground Development Cost	Total Cost for Establishing Kdg. Program
Aviano	132	3	$ 33,300.	$11,361.	$ 70,416.	$ 2,150.	$117,227.
Brindisi	96	2	22,200.	7,574.	46,944.	2,150.	78,868.
Gaeta	29	1	11,100.	3,487.	23,472.	2,150.	40,209.
Livorno	66	2	20,700.	7,274.	46,944.	2,150.	77,068.
Naples	259	6	65,100.	22,422.	140,832.	4,300.	232,654.
Sigonella	31	1	11,100.	3,787.	1,300.	2,150.	18,337.
Verona	31	1	11,100.	3,787.		2,150.	17,037.
Vicenza	124	3	31,800.	11,061.	3,500.	2,150.	48,511.
Wheelus	100	2	22,200.	7,574.	600.	2,150.	32,524.
TOTAL	868	21	$228,600.	$78,327.	$334,008.	$21,500.	$662,435.

Table 51 indicates a personnel requirement of 21 kindergarten teachers and 19½ teacher aides at an estimated annual cost of $228,600.

Table 52 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 21 classrooms is $78,327.00.

Table 53 indicates that $334,008.00 will be required for 21 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 7 classrooms from existing facilities and provision for 14 new kindergarten classroom units.

Ten kindergarten playground units will require development at a total estimated cost of $21,500.00, as indicated in Table 54.

Table 55 indicates that the estimated cost for District V for providing required kindergarten classroom personnel, equipment and instructional materials, 21 classroom facilities, and the development of needed playground areas totals $662,435.00.

6. District VI School Site Reports

Aschaffenburg Dependents Schools

*The Aschaffenburg American Elementary School located in Aschaffenburg, Germany, has a projected kindergarten enrollment of 98 children for 1969. This number of kindergarten children will require two classrooms, two full-time kindergarten teachers and two teacher aides. Two interior walls should be removed and a flexible partition be placed approximately half-way between the two end walls, making two kindergarten units of adequate size. In addition, new floor covering will be required. One room has a direct exit to the outside and two of the rooms have one exit each to the corridor. It is suggested that an exterior exit be provided to the outside for the other proposed room. Individual toilet facilities and drinking fountains are not available within the classrooms, but these facilities should be located there during remodeling.

It is recommended that the available classrooms be utilized for the kindergarten program if the facilities are remodeled to meet the desired specifications. A playground area is available and should be developed for kindergarten purposes.

Babenhausen Dependents Schools

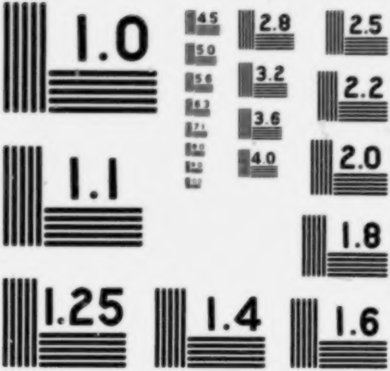
*The Babenhausen American Elementary School at Babenhausen, Germany, has a projected kindergarten enrollment of 32 pupils, requiring one classroom. One full-time kindergarten teacher and one teacher aide will be needed. There are no extreme weather conditions that warrant special building specifications.

One classroom is available for kindergarten use. It measures 32 feet by 27 feet, giving an area of 854 square feet, which is considerably below the recommended square footage for a kindergarten classroom. This classroom is in good condition and meets other major specifications for a kindergarten classroom. It is recommended that this area be utilized for a kindergarten, but that the enrollment per session (morning and afternoon) be limited to 16 students. A kindergarten playground should be developed adjacent to the classroom.

Bad Nauheim Dependents Schools

*The Bad Nauheim Elementary School is located at Bad Nauheim, Germany. The projected kindergarten enrollment for September, 1969, is 60 students. Two kindergarten classrooms will be required to house the projected enrollment. Two full-time kindergarten classrooms, two full-time kindergarten teachers, and one and one-half teacher aides will be required to fulfill requirements for the proposed program.

School officials have indicated that two adequate classrooms which meet specifications for a kindergarten classroom (See Appendix B) will be available for kindergarten in 1969. It is recommended that these classrooms be utilized for the kindergarten program and that an adequate kindergarten playground be developed adjacent to or near it.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Fulda Dependents Schools

*The Fulda American Elementary School at Fulda, Germany has a projected enrollment of 72 kindergarten pupils by 1969. A minimum of two kindergarten classroom units will be required to house this number. Two full-time teachers and one and one-half teacher aides will be required to staff the program.

The present private kindergarten is housed in building #7300, which is a structure of brick veneer over masonry. The building is used for apartment housing and the kindergarten is located in the basement. The areas of the rooms which were reported as available are extremely small. One room measures 25 feet by 16 feet; another has measurements of 16 feet by 13 feet, and the third room has dimensions of 25 feet by 16 feet. Although these rooms are in good repair, with the exception of the lighting, they should not be used for kindergarten because of the extremely small instructional area and the basement location.

A site is available in close proximity to the existing school building. The recommendation for the Fulda School is to provide two relocatable kindergarten classrooms (See Appendix F) or equivalent construction on the available site and to develop an adequate kindergarten playground adjacent to the units.

Gelnhausen Dependents Schools

*The Gelnhausen American Elementary School is located at Gelnhausen, Germany. A total of 117 kindergarten children is projected for Gelnhausen School in September, 1969. Three kindergarten classrooms, a faculty of three full-time kindergarten teachers, and two and one-half teacher aides will be required.

One adequate classroom is available on the first floor of the elementary school. It is recommended that this classroom be utilized to house kindergarten education and that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on a site adjacent to or near the elementary school. A site of 2,500 square feet is available twenty feet to the south of the structure, but this site will need to be expanded if two additional

Butzbach Dependents Schools

*The Butzbach American Elementary School is located at Butzbach, Germany. The projected kindergarten enrollment for the school in September, 1969, is 154 pupils. This enrollment will require provision of three classrooms and a faculty of three full-time kindergarten teachers and three teacher aides.

There are no adequate facilities currently available for kindergarten education; therefore, it is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent construction be provided on a site adjacent to or near the elementary school. An adequate site is available for the location of classroom units. A kindergarten playground should be developed adjacent to the three kindergarten classrooms.

Darmstadt Dependents Schools

The Darmstadt Elementary School is located on the U. S. Army Post at Darmstadt, Germany. The projected enrollment for kindergarten in 1969 is 199 pupils, which would require four classroom units. The faculty requirements include four full-time kindergarten teachers and four teacher aides.

Initially, one room of the existing school had been planned for a kindergarten, but last year (1966-67) it was used for a third grade. This classroom fulfills the educational specifications for a kindergarten classroom (See Appendix B), and it is recommended that it be so utilized. School officials indicate that it can be made available for this use.

There is an adequate site around the previously mentioned classroom to install a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction and a kindergarten playground. It is recommended that this be done. The remaining two relocatable kindergarten classrooms or equivalent permanent construction, and a second kindergarten playground to serve them, should be located on a site to be determined, as near the present elementary school as possible.

Frankfurt Dependents Schools

The Frankfurt Elementary School #1 is located near a U. S. Army housing area at Frankfurt, Germany. The projected enrollment for kindergarten in September, 1969, is 331 pupils, requiring seven classrooms. Seven full-time kindergarten teachers and seven teacher aides will be required to staff the program.

No facilities are available in the main elementary building for housing the proposed program, and space is very limited for the addition of rooms on the present site.

It is recommended that the building currently being used for a private kindergarten be modified to meet specifications for kindergarten education and that two more classroom units be located at this site. The present fenced playground area should be developed to serve the three units.

Since space is at a premium on the post, it is recommended that the four additional classroom units be located between buildings 2234 and 2278, about one-fourth mile from the main elementary school building. An adequate playground area will need to be developed at this site.

The Frankfurt Elementary School #2 is located in a U. S. Army housing area in Frankfurt, Germany. Two hundred children of kindergarten age are projected for the school in 1969. Four classrooms will be required to house the program, and four full-time teachers and four teacher aides will be needed

The main building was constructed to include kindergarten classrooms; however, these rooms are now used by first grade children and cannot be made available for kindergarten.

It is suggested that, since no adequate facilities are now available for kindergarten education, an available site one block from the main building and near the facility now housing the class for the visually handicapped be utilized for the location of the needed classrooms. It is recommended that four relocatable kindergarten classrooms (See Appendix F) or equivalent permanent constructions be located on the site, along with two kindergarten playgrounds, each to serve two classrooms.

classrooms are to be installed there. In addition, a kindergarten playground should be provided adjacent to or near the three kindergarten classrooms.

Giessen Dependents Schools

*The Giessen American Elementary School is located at Giessen, Germany. The area experiences no climatic conditions that would introduce special requirements in constructing facilities.

The September, 1969, projected kindergarten enrollment is 123 children. Three kindergarten classrooms, three full-time kindergarten teachers and two and one-half teacher aides will be required for the program.

No adequate facilities are presently available, nor will any be available by 1969, to house kindergartens. It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided, along with an adjacent kindergarten playground. It will be necessary that an additional site be designated for the schools or that an additional site be acquired to locate these facilities. The site should be adjacent to or as near to the elementary school as possible.

Hanau Dependents Schools

*The Hanau Elementary School is located in the Old Aganner Housing Area in Germany and serves minor dependents of Army and other military and Department of Defense personnel stationed in this area of Germany. No unusual climatic conditions exist which will require special accommodation in design or structural specifications.

The projected kindergarten enrollment at Hanau Elementary as of September, 1969, is 265 pupils. Six classrooms will be required to serve this pupil population, and six kindergarten teachers and five and one-half teacher aides will be required to staff the program.

Although the installation does have facilities that could be made available, the dimensions of these structures (less than 600 square feet per unit) and other design factors preclude their being recommended for utilization as kindergarten classrooms. It is recommended that six relocatable modular units (See Appendix F) or equivalent permanent construction be acquired and sited across the road from the elementary school in an area presently designated as the "compound training area." It has been suggested that a portion of this large area could be designated for school use and, if so, would serve as an effective site for the kindergarten program. The development of two kindergarten playgrounds would be required to serve the six kindergarten units and should be located carefully to minimize noise and distraction for kindergarten classrooms in session.

Hersfeld Dependents Schools

*The Bad Hersfeld School at Bad Hersfeld, Germany, has a projected kindergarten enrollment of 23 pupils for 1969, which will require one kindergarten classroom, one full-time kindergarten teacher and one teacher aide. There is a quonset type building that could be available in 1969. It meets minimum requirements for housing a kindergarten program except for recommended square footage. This building has been remodeled to provide a very comfortable facility. It is artificially illuminated with fluorescent units and has an acoustical ceiling. The interior walls have been covered with dry wall panels and the floor has been covered with vinyl tile. Chalkboard and tackboard have been provided. There is one exit to the corridor and a playground is available that can be utilized exclusively for kindergarten purposes.

It is recommended that this classroom be utilized to house the proposed program, but that the maximum number of pupils in a session be limited to 17. The available playground area should be developed to meet the specifications for a kindergarten playground (See Appendix E). Although there are rest room facilities and a drinking fountain within 150 feet of the room, it is recommended that these items be relocated within the classroom.

Kassel Dependents Schools

*The Kassel American Elementary School is located on the Kassel Military Subpost of the Frankfurt Military Post at Kassel, Germany. The projected kindergarten enrollment for September, 1969, is 47 children. One kindergarten classroom, one full-time kindergarten teacher, and one teacher aide will be required.

A classroom which is presently being used to house a private pre-school program could be made available for the proposed program in 1969. However, this facility is located ten miles from the elementary school and also provides housing for the base theater and bank. Since an adequate site is available at the elementary school, it is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction, with an adjacent kindergarten playground, be located there.

Rhein-Main Dependents Schools

The Rhein-Main American Elementary School is located on Rhein-Main Air Force Base near Frankfurt, Germany. The projected enrollment for kindergarten for September, 1969, is 350 pupils. Seven kindergarten classrooms will be required to house this number of children. Staff requirements for the projected enrollment include seven full-time kindergarten teachers and seven teacher aides.

Though no adequate classroom space is now available for housing the proposed program, an extensive addition is currently proposed for the main building and, if approved, will be completed in 1971. If this additional space is constructed, adequate space will be available for kindergarten education; however, until the addition is completed, facilities will need to be provided.

It is recommended that seven relocatable kindergarten classrooms (See Appendix F) be located on the available site adjacent to the present elementary school and that three kindergarten playgrounds be developed. If the addition to the present school does not become a reality, the relocatables can continue to house the program or, upon completion of the addition in 1971, the relocatables can be moved to other kindergarten centers in the District which have outgrown their facilities during the first two years of operation.

Wildflecken Dependents Schools

*The Wildflecken American Elementary School is located at Wildflecken, Germany. No climatic conditions prevail in the area which affect building design.

The September, 1969, kindergarten enrollment is projected to be 31 pupils. One kindergarten classroom, one full-time kindergarten teacher and one teacher aide will be required for the program.

A concrete quonset type classroom could be made available for the proposed program in 1969. The classroom contains adequate square footage and meets the minimum specifications for a kindergarten classroom (See Appendix B). In addition, adequate space is available for a kindergarten playground. It is recommended that this facility be utilized to house the proposed program and that a kindergarten playground be developed adjacent to it. Two modifications should be made in the classroom. A second exit should be provided from the classroom and rest room facilities and a drinking fountain should be provided in the classroom.

7. District VI Requirements

Requirements for establishing kindergarten programs to serve the 2102 projected kindergarten enrollment in Group I schools, District VI, European Area, are categorized under four major classifications. Tables 56, 57, 58 and 59 identify requirements by classification and Table 60 summarizes the total estimated costs for the district.

Table 56 indicates a personnel requirement of 47 kindergarten teachers and 42½ teacher aides at an estimated annual cost of $514,200.00.

Table 57 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 47 classrooms is $176,189.00.

Table 58 indicates that $876,164.00 will be required to provide the 47 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 10 classrooms from existing facilities and provision for 37 new kindergarten classroom units.

Twenty-one kindergarten playground units will require development at a total estimated cost of $45,150.00, as indicated in Table 59.

Table 60 indicates that the estimated cost for District VI for providing required kindergarten classroom personnel, equipment and instructional materials, 47 classroom facilities, and the development of needed playground areas totals $1,611,703.00.

11. District VII School Site Reports

Amberg Dependents Schools

*The Amberg American Elementary School at Amberg, Germany, has a projected kindergarten enrollment of 30 pupils for 1969, which will require one classroom to house the kindergarten program. The climate is moderate and there are no severe weather conditions requiring special construction considerations.

A classroom is available in a quonset-type building that would be adequate with a minimum of renovation. The measurements of the room are 43'6" by 24'6" providing approximately 1188 square feet of area. A maximum of 23 pupils per session could be housed in this classroom.

The interior of the room is in good repair, with the exception of the ceiling which needs painting. The floors and interior walls are adequate. Artificial lighting is provided by 19 fluorescent units. Although rest room and drinking fountain facilities are not located within the classroom they are available within 150 feet of the room. The facility has one exterior exit and one corridor exit. A playground of asphalt and grassy areas is adjacent to the classroom and could be used exclusively for kindergarten activities.

It is recommended that this facility be utilized for the proposed kindergarten program and that a

TABLE 57

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District VI, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Aschaffenburg	98	2	$ 6,374	$ 1,200.	$ 7,574.
Babenhausen	32	1	3,187.	600.	3,787.
Bad Nauheim	60	2	6,374.	900.	7,274.
Butzbach	154	3	9,561.	1,800.	11,361.
Darmstadt	199	4	12,748.	2,400.	15,148.
Frankfurt #1	331	7	22,309.	4,200.	26,509.
Frankfurt #2	200	4	12,748.	2,400.	15,148.
Fulda	72	2	6,374.	900.	7,274.
Gelnhausen	117	3	9,561.	1,500.	11,061.
Giessen	123	3	9,561.	1,500.	11,061.
Hanau	265	6	19,122.	3,300.	22,422.
Hersfeld	23	1	3,187.	300.	3,487.
Kassel	47	1	3,187.	600.	3,787.
Wildflecken	31	1	3,187.	600.	3,787.
Rhein-Main	350	7	22,309.	4,200.	26,509.
TOTAL	2,102	47	$149,789.	$26,400.	$176,189.

[1] See Appendix C.

[2] See Appendix D.

TABLE 56

Summary of Personnel Requirements and Estimated Costs for District VI, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Aschaffenburg	98	2	$ 16,200.	2	$ 6,000.	$ 22,200.
Babenhausen	32	1	8,100.	1	3,000.	11,100.
Bad Nauheim	60	2	16,200.	1½	4,500.	20,700.
Butzbach	154	3	24,300.	3	9,000.	33,300.
Darmstadt	199	4	32,400.	4	12,000.	44,400.
Frankfurt #1	331	7	56,700.	7	21,000.	77,700.
Frankfurt #2	200	4	32,400.	4	12,000.	44,400.
Fulda	72	2	16,200.	1½	4,500.	20,700.
Gelnhausen	117	3	24,300.	2½	7,500.	31,800.
Giessen	123	3	24,300.	2½	7,500.	31,800.
Hanau	265	6	48,600.	5½	16,500.	65,100.
Hersfeld	23	1	8,100.	1	3,000.	11,100.
Kassel	47	1	8,100.	1	3,000.	11,100.
Wildflecken	31	1	8,100.	1	3,000.	11,100.
Rhein-Main	350	7	56,700.	7	21,000.	77,700.
TOTAL	2,102	47	$380,700.	42½	$133,500.	$514,200.

TABLE 58

Summary of Facility Requirements and Estimated Costs of Facilities for District VI, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Class-Rooms	Total Cost of Classroom Facilities
Aschaffenburg	2	2	$3,700.			$ 3,700.
Babenhausen	1	1				
Bad Nauheim	2	2				
Butzbach	3			3	$ 70,416.	70,416.
Darmstadt	4	1		3	70,416.	70,416.
Frankfurt #1	7	1	1,500.	6	140,832.	142,332.
Frankfurt #2	4			4	93,888.	93,888.
Fulda	2			2	46,944.	46,944.
Gelnhausen	3	1		2	46,944.	46,944.
Giessen	3			3	70,416	70,416.
Hanau	6			6	140,832.	140,832.
Hersfeld	1		1,000.			1,000.
Kassel	1			1	23,472.	23,472.
Wildflecken	1	1	1,500.			1,500.
Rhein-Main	7	0		7	164,304.	164,304.
TOTAL	47	10	$7,700.	37	$868,464.	$876,164.

[1] See Appendix G.

TABLE 59

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District VI, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Aschaffenburg	2	1	yes	$ 2,150.
Babenhausen	1	1	yes	2,150.
Bad Nauheim	2	1	yes[2]	2,150.
Butzbach	3	1	yes	2,150.
Darmstadt	4	2	yes[2]	4,300.
Frankfurt #1	7	2	yes	4,300.
Frankfurt #2	4	2	yes	4,300.
Fulda	2	1	yes	2,150.
Gelnhausen	3	1	yes[3]	2,150.
Giessen	3	1	yes[2]	2,150.
Hanau	6	2	yes[4]	4,300.
Hersfeld	1	1	yes	2,150.
Kassel	1	1	yes	2,150.
Wildflecken	1	1	yes	2,150.
Rhein-Main	7	3	yes	6,450.
TOTAL	47	21		$45,150.

[1] See Appendix E.

[2] Subject to confirmation.

[3] Site will need to be expanded to accommodate three required classrooms and playground area.

[4] Site will have to be designated to schools.

TABLE 60

Summary of Estimated Costs for Establishing Kindergarten Program in District VI, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Class- rooms Required	Total Personnel Cost	Total Equip. & Instruc- tional Material Cost	Total Classroom Facility Cost	Total Play- ground Develop- ment Cost	Total Cost for Estab- lishing Kdg. Program
Aschaffenburg	98	2	$ 22,200.	$ 7,574.	$ 3,700.	$ 2,150.	$ 35,624.
Babenhausen	32	1	11,100.	3,787.		2,150.	17,037.
Bad Nauheim	60	2	20,700.	7,274.		2,150.	30,124.
Butzbach	154	3	33,300.	11,361.	70,416.	2,150.	117,227.
Darmstadt	199	4	44,400.	15,148.	70,416.	4,300.	134,264.
Frankfurt #1	331	7	77,700.	26,509.	142,332.	4,300.	250,841.
Frankfurt #2	200	4	44,400.	15,148.	93,888.	4,300.	157,736.
Fulda	72	2	20,700.	7,274.	46,944.	2,150.	77,068.
Gelnhausen	117	3	31,800.	11,061.	46,944.	2,150.	91,955.
Giessen	123	3	31,800.	11,061.	70,416.	2,150.	115,427.
Hanau	265	6	65,100.	22,422.	140,832.	4,300.	232,654.
Hersfeld	23	1	11,100.	3,487.	1,000.	2,150.	17,737.
Kassel	47	1	11,100.	3,787.	23,472.	2,150.	40,509.
Wildflecken	31	1	11,100.	3,787.	1,500.	2,150.	18,537.
Rhein-Main	350	7	77,700.	26,509.	164,304.	6,450.	274,963.
TOTAL	2,102	47	$514,200.	$176,189.	$876,164.	$45,150.	$1,611,703.

kindergarten playground be developed adjacent to it. In addition to the previously mentioned modifications, it would be desirable that rest room facilities, lavatories, and a drinking fountain be provided in the classroom. One kindergarten teacher and one teacher aide will be required to staff this unit.

Ansbach Dependents Schools

*The Ansbach Elementary School, located in Ansbach, Germany, has a projected kindergarten enrollment of 59 pupils for 1969 and will require two classrooms to house a kindergarten program. Two teachers and one and one-half teacher aides would be needed. The climate of the area if moderate and would not present special construction problems.

The existing school does have a kindergarten room on the first floor; although a slightly below minimum square footage requirements, it will accommodate 20 pupils per session, and is adequate in other respects. It is recommended that this classroom be used for kindergarten and that the rated capacity be observed.

No additional site is presently available, so one must be acquired for the second classroom. A relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction should be installed on the acquired site, along with an adequate kindergarten playground. It is very desirable that the additional site, classroom and playground be as near the one available classroom as possible.

Bad Kissingen Dependents Schools

*The Bad Kissingen Elementary School is located in Bad Kissingen, Germany, and has a projected kindergarten enrollment of 39 pupils for 1969, which would require one kindergarten unit, one teacher and one teacher aide.

There is an available first floor room which provides 846 square feet of classroom area located in the existing school building. It meets minimum requirements for interior specifications (lighting, ceiling, walls, and floors), chalkboard, and bulletin board. There are two corridor exits.

Although the room does not meet minimum square footage requirements, the area could be enlarged by extending the end wall. The rest room and drinking fountain facilities should be provided within the classroom at the time of remodeling. The heating system needs to be replaced, but a new boiler has been on requisition since January of 1967. It is recommended that the available classroom be modified as stipulated and be utilized for the proposed program. A playground area that could be utilized exclusively for kindergarten is available and should be developed.

Bamberg Dependents Schools

*The Bamberg American Elementary School at Bamberg, Germany, has a projected kindergarten enrollment of 133 pupils for September, 1969. Three kindergarten classrooms, three full-time kindergarten teachers, and three teacher aides will be required for the program.

According to available information, three adequate first floor classrooms could be made available in 1969 to house the program. The only modifications needed in the classrooms are painting all interior wall and ceiling surfaces and repairing plaster walls. Providing these classrooms can be brought up to specifications, it is recommended that they be utilized for the proposed program and that a kindergarten playground area be developed on the site which is presently available near the classrooms.

Bindlach Dependents Schools

*The Bindlach Elementary School in Bindlach, Germany, has a projected enrollment of 50 pupils for the kindergarten by 1969. This number would require two classroom units and a staff of one teacher and one teacher aide.

A classroom which is located on the fourth floor of a dependent housing unit could be made available for the kindergarten in 1969. The walls, ceiling, and lighting are in need of repair and/or replacement. There is no tackboard, and storage space is limited. Although a rest room is located in the classroom, there is no drinking fountain in the building. One exterior exit and one corridor exit are available and the classroom does not contain adequate space. The above restrictions indicate that this room should not be utilized as a kindergarten.

It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction and a kindergarten playground be provided on a site to be determined. The site should be adjacent to or near the present elementary school.

Crailsheim Dependents Schools

*The Crailsheim American Elementary School, located in Crailsheim, Germany, has a projected kindergarten enrollment of 41 as of 1969. One kindergarten classroom unit will be required to serve this number of pupils. One full-time kindergarten teacher and one teacher aide will be required to staff the program. The climate of the area is moderate, with no extreme weather conditions.

One classroom unit that could be available for kindergarten purposes has interior measurements of 66 feet by 18 feet. Use of this classroom is not recommended because of the disproportionate relationship of the length to the width of the room, even though the total square footage approaches minimum recommendations.

It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided on a site to be determined by local officials, adjacent to or near the present elementary school. In addition, a kindergarten playground area should be provided adjacent to the facility.

Erlangen Dependents Schools

*The Erlangen American Elementary School, located in Erlangen, Germany, has a projected kindergarten enrollment of 100 pupils for 1969. Two kindergarten classroom units will be needed to house this number of children. Staff requirements for the projected enrollment include two full-time kindergarten teachers and two teacher aides. No adequate facilities are presently available, nor will any become available, for housing the proposed program. The site of the Erlangen School has an adequate area to allow for expansion. Approximately one acre of land could be made available for kindergarten facilities. It is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on the available site. A kindergarten playground should be developed adjacent to the two units.

Grafenwoehr Dependents Schools

*The Grafenwoehr American Elementary School, located at Grafenwoehr, Germany, has a projected kindergarten enrollment of 44 pupils. This number of pupils requires a minimum of one kindergarten classroom unit. The projected enrollment will require one full-time kindergarten teacher and one teacher aide. The climate is moderate and would not require special building provisions.

A classroom presently utilized for a private pre-school could be made available for the proposed program. The interior of the building is in good repair, but is heated with kerosene space heaters and has an area of 695 square feet, with measurements of 37' 7" by 18' 8". This room is evaluated as substandard by present kindergarten facilities criteria.

There is an adequate site available with an adjacent playground area. It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided on the available site, and that a kindergarten playground be developed adjacent to it.

Hof Dependents Schools

*The Hof American Elementary School is located at Hof, Germany. The Climate is moderate and does not require special building provisions.

The projected kindergarten enrollment at the Hof School in September, 1969, is 70 pupils. This number will require two kindergarten classrooms, two kindergarten teachers and one and one-half teacher aides.

Two adequate classrooms can be made available for housing the proposed program. Each room contains 1800 square feet and meets the minimum specifications for a kindergarten classroom (See Appendix B). No site is presently available in an adjacent area for a kindergarten playground, so it will be necessary to obtain an adequate site to develop this facility.

Hoehenfels Dependents Schools

*The Hoehenfels American Elementary School is associated with the 7th Army Training Center, which is situated in Oberphalz, Bavaria, Germany. No unusual climatic conditions exist in the area which affect the design of facilities.

The projected kindergarten enrollment for the Hoehenfels School in 1969-70 is 20 children. A staff of one full-time teacher and one part-time teacher aide will be required, and one kindergarten classroom will be needed to house the program.

No adequate classrooms are available at Hoehenfels for housing a kindergarten program, but a one-acre site is available. It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided on the site and that an adequate, enclosed kindergarten playground be developed.

Illesheim Dependents Schools

*The Illesheim American Elementary School is located at Illesheim, Germany. There are no unusual climatic factors which require special building construction beyond normal performance specifications.

The anticipated 1969 kindergarten enrollment is 67 children. This number will require two kindergarten classrooms and a staff of two full-time kindergarten teachers and one and one-half teacher aides.

The present modern masonry school contains one classroom that could be made available for the proposed program in 1969. The room has an acoustical tile ceiling, fluorescent lighting, asphalt tile flooring, is adequately ventilated and heated, but contains less than the required square footage. It is recommended that this classroom be utilized for kindergarten, but that the maximum enrollment per kindergarten session be 17 pupils or less. In addition, water lines should be extended into the classroom, and a sink and drinking fountain installed.

A relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction should be provided adjacent to or as near the present school as possible. In addition, a kindergarten playground should be developed to serve both classrooms. Presently, no site is available for the additional classroom and it will need to be acquired.

Kitzingen Dependents Schools

*The Kitzingen American Elementary School is located at Kitzingen, Germany, and serves United States dependent children in the area. There are no unusual climatic conditions which affect building design.

A total of 124 children are projected for the kindergarten enrollment in 1969. During the past 15 months, the school enrollment has dropped considerably and if the present trend continues, the kindergarten enrollment projection could be high.

To staff a kindergarten program for 124 children, three full-time kindergarten teachers and two and one-half teacher aides will be required. Three kindergarten classrooms will be needed to house the program.

Six classrooms are available for kindergartens in the elementary school. The largest contains 602 square feet, which is considerably below the recommended size for kindergarten classrooms. In addition, each of the six classrooms is only 14 feet in width, a condition which is undesirable. Due to the inadequacy of the available facilities, it is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on an available site near the present elementary school and that an enclosed kindergarten playground be developed adjacent to them.

Nuernberg Dependents Schools

*The Nuernberg American Elementary School is located at Nuernberg, Germany, and serves children of U. S. Army and other military and DOD personnel stationed there. The projected kindergarten enrollment for September, 1969, is 296 children.

Faculty requirements for the projected kindergarten enrollment are six full-time kindergarten teachers and six teacher aides. Six kindergarten classrooms will be required to house the program.

The present Thrift Shop and Commissary Offices could be made available to house kindergartens, but extensive remodeling would be necessary. Even after remodeling, the facilities would still not meet all educational specifications (See Appendix B). Therefore, it is recommended that six relocatable kindergarten classrooms or equivalent construction be provided.

An available site of 5,000 square feet is located on the post, but it will be necessary to obtain an additional site to construct the six classrooms. Two kindergarten playgrounds should be developed adjacent to the six classroom units, one playground for each three units.

Schwaebisch Hall Dependents Schools

*The Schwaebisch Hall American Elementary School is located at Schwaebisch Hall, Germany. The area experiences no climatic conditions which require other than normal performance specifications.

The projected kindergarten enrollment for September, 1969, is 31 pupils. One kindergarten classroom, one full-time kindergarten teacher and one teacher aide will be required to meet the needs of the projected enrollment.

A classroom in a steel frame building could be made available for the program in September, 1969. The room contains only 600 square feet and does not meet several other specifications. It is recommended that this classroom not be used for kindergarten education. A relocatable kindergarten classroom (See

Appendix F) or equivalent permanent construction and a kindergarten playground should be provided on a site to be determined by local officials, adjacent to or as near the present elementary school as is possible.

Schweinfurt Dependents Schools

*The Schweinfurt Elementary School in Schweinfurt, Germany, is located in a moderate climate with an average temperature of 50.5 degrees Fahrenheit. There are no severe weather conditions that require special consideration in construction of school facilities. The projected kindergarten enrollment for the Schweinfurt School in 1969 is 121 pupils. This number would require three classroom units to house a kindergarten program. Three full-time kindergarten teachers will be needed to staff the classrooms, with two and one-half teacher aides providing assistance.

Although it was reported that two classroom units could be provided, they do not meet minimum recommended square footage, in addition to being located in the basement of a building. Due to the above limiting factors, it is recommended that three relocatable classroom units (See Appendix F) or equivalent permanent construction be provided on an adequate site adjacent to or in close proximity to the existing building. A kindergarten playground should be developed adjacent to the classrooms.

Vilseck Dependents Schools

*The Vilseck Elementary School in Vilseck, Germany, is located in a geographical area that has a moderate climate and does not require special construction performance specifications.

The projected kindergarten enrollment is 35 pupils for 1969. This number of students will require one classroom of recommended size. The school annex has a room available (Room 111) that contains 1,155 square feet and is in good condition and meets most minimum specifications. It is recommended that the enrollment per session be held to a maximum of 23 pupils in this room.

Water lines should be extended into this room and provision for a sink and water fountain should be made. An adequate playground site is available and a kindergarten playground should be developed on it.

The enrollment of the Vilseck School requires a staff of one teacher and one teacher aide.

Wertheim Dependents Schools

*The Wertheim American Elementary School is located on a U. S. Army installation at Wertheim, Germany. The projected kindergarten enrollment for Wertheim Elementary School in 1969 is 46 pupils. One full-time kindergarten teacher, one teacher aide and one classroom will be required for the program.

According to school officials at the base, one adequate classroom could be made available at the school for housing the kindergarten program in 1969. It was reported that the classroom will require no modification and it is recommended that, if this be the case, it be utilized for kindergarten. In addition, an enclosed kindergarten playground should be provided adjacent to the classroom.

Wurzburg Dependents Schools

*The Wurzburg American Elementary School is located at Wurzburg, Germany. The projected kindergarten enrollment for the Wurzburg School in September, 1969, is 135 pupils.

Three kindergarten classrooms will be required to house the program. Faculty requirements for a kindergarten program at the Wurzburg School include three full-time kindergarten teachers and three teacher aides.

Two adequate classrooms will be available for housing a kindergarten program in 1969, according to school officials. It is recommended that they be utilized and that one relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be installed on a site to be determined by local officials. The site should be adjacent to the school. A kindergarten playground should be developed in close proximity to all three kindergarten units.

12. District VII Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 1441 pupils in Group I schools, District VII, European Area, are categorized under four major classifications. Tables 61, 62, 63, and 64 identify requirements by classification and Table 65 summarizes the total estimated costs for the District.

Table 61 indicates a personnel requirement of 35 kindergarten teachers and 32 teacher aides at an estimated annual cost of $379,500.00.

Table 62 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 35 classrooms is $130,745.00.

Table 63 indicates that $573,928.00 will be required to provide the 35 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 11 classrooms from existing facilities and provision for 24 new kindergarten classroom units.

Nineteen kindergarten playground units will require development at a total estimated cost of $40,850.00, as indicated in Table 64.

Table 65 indicates that the estimated cost for District VII for providing required kindergarten personnel, equipment and instructional materials, 35 classroom facilities, and the development of needed playground areas totals $1,125,023.00.

TABLE 61

Summary of Personnel Requirements and Estimated Costs for Personnel, District VII, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teachers Aides Required	Cost of Teacher Aides	Total Personnel Cost
Amberg	30	1	$ 8,100.	1	$ 3,000.	$ 11,100.
Ansbach	59	2	16,200.	1½	4,500.	20,700.
Bad Kissingen	39	1	8,100.	1	3,000.	11,100.
Bamberg	133	3	24,300.	3	9,000.	33,300.
Bindlach	50	1	8,100.	1	3,000.	11,100.
Crailsheim	41	1	8,100.	1	3,000.	11,100.
Erlangen	100	2	16,200.	2	6,000.	22,200.
Grafenwoehr	44	1	8,100.	1	3,000.	11,100.
Hof	70	2	16,200.	1½	4,500.	20,700.
Hohenfels	20	1	8,100.	½	1,500.	9,600.
Illesheim	67	2	16,200.	1½	4,500.	20,700.
Kitzingen	124	3	24,300.	2½	7,500.	31,800.
Nuernberg	296	6	48,600.	6	18,000.	66,600.
Schwaebisch Hall	31	1	8,100.	1	3,000.	11,100.
Schweinfurt	121	3	24,300.	2½	7,500.	31,800.
Vilseck	35	1	8,100.	1	3,000.	11,100.
Wertheim	46	1	8,100.	1	3,000.	11,100.
TOTAL	1,441	35	$283,500.	32	$96,000.	$379,500.

TABLE 62

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District VII, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Amberg	30	1	$ 3,187.	$ 600.	$ 3,787.
Ansbach	59	2	6,374.	900.	7,274.
Bad Kissingen	39	1	3,187.	600.	3,787.
Bamberg	133	3	9,561.	1,800.	11,361.
Bindlach	50	1	3,187.	600.	3,787.
Crailsheim	41	1	3,187.	600.	3,787.
Erlangen	100	2	6,374.	1,200.	7,574.
Grafenwoehr	44	1	3,187.	600.	3,787.
Hof	70	2	6,374.	900.	7,274.
Hohenfels	20	1	3,187.	300.	3,487.
Illesheim	67	2	6,374.	900.	7,274.
Kitzingen	124	3	9,561.	1,500.	11,061.
Nuernberg	296	6	19,122.	3,600.	22,722.
Schwaebisch Hall	31	1	3,187.	600.	3,787.
Schweinfurt	121	3	9,561.	1,500.	11,061.
Vilseck	35	1	3,187.	600.	3,787.
Wertheim	46	1	3,187.	600.	3,787.
Wurzberg	135	3	9,561.	1,800.	11,361.
TOTALS	1,441	35	$111,545.	$19,200.	$130,745.

[1] See Appendix C.

[2] See Appendix D.

TABLE 63

Summary of Facility Requirements and Estimated Costs of Facilities for District VII, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Amberg	1	1	$ 1,100.			$ 1,100.
Ansbach	2	1		1	$ 23,472.	23,472.
Bad Kissingen	1	1	8,500.			8,500.
Bamberg	3	3				
Bindlach	1			1	23,472.	23,472.
Crailsheim	1			1	23,472.	23,472.
Erlangen	2			2	46,944.	46,944.
Grafenwoehr	1			1	23,472.	23,472.
Hof	2	2				
Hohenfels	1			1	23,472.	23,472.
Illesheim	2	1	500.	1	23,472.	23,472.
Kitzingen	3			3	70,416.	70,416.
Nuernberg	6			6		140,832.
Schwaebisch Hall	1			1	23,472.	23,472.
Schweinfurt	3			3	70,416.	70,416.
Vilseck	1	1	500.			500.
Wertheim	1	1				
Wurzberg	3			3	70,416.	70,416.
TOTALS	35	11	$10,600.	24	$563,328.	$573,928.

[1] See Appendix G.

TABLE 64

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District VII, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Amberg	1	1	yes	$ 2,150.
Ansbach	2	1	no[2]	2,150.
Bad Kissingen	1	1	yes	2,150.
Bamberg	3	1	yes	2,150.
Bindlach	1	1	yes[3]	2,150.
Crailsheim	1	1	no[1]	2,150.
Erlangen	2	1	yes	2,150.
Grafenwoehr	1	1	yes	2,150.
Hof	2	1	no[4]	2,150.
Hohenfels	1	1	yes	2,150.
Illesheim	2	1	no[2]	2,150.
Kitzingen	3	1	yes[3]	2,150.
Nuernberg	6	2	yes[5]	4,300.
Schwaebisch Hall	1	1	yes[3]	2,150.
Schweinfurt	3	1	yes[3]	2,150.
Vilseck	1	1	yes	2,150.
Wertheim	1	1	yes	2,150.
Wurzberg	3	1	yes[3]	2,150.
TOTAL	35	19		$40,850.

[1] See Appendix E.

[2] Additional site for the second classroom and playground will have to be acquired.

[3] Subject to confirmation.

[4] Site for playground will have to be acquired.

[5] Present site will not accommodate all six classrooms and two playgrounds, so site will need to be expanded or addition site acquired.

TABLE 65

Summary of Estimated Costs for Establishing Kindergarten Program in District VII, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Estab-lishing Kdg. Program
Amberg	30	1	$ 11,100.	$ 3,787.	$ 1,100.	$42,150.	$ 18,137.
Ansbach	59	2	20,700.	7,274.	23,472.	2,150.	53,596.
Bad Kissingen	39	1	11,100.	3,787.	8,500.	2,150.	25,537.
Bamberg	133	3	33,300.	11,361.		2,150.	46,811.
Bindlach	50	1	11,100.	3,787.	23,472.	2,150.	40,509.
Crailsheim	41	1	11,100.	3,787.	23,472.	2,150.	40,509.
Erlangen	100	2	22,200.	7,574.	46,944.	2,150.	78,868.
Grafenwoehr	44	1	11,100.	3,787.	23,472.	2,150.	40,509.
Hof	70	2	20,700.	7,274.		2,150.	30,124.
Hohenfels	20	1	9,600.	3,487.	23,472.	2,150.	38,709.
Illesheim	67	2	20,700.	7,274.	23,972.	2,150.	54,096.
Kitzingen	124	3	31,800.	11,061.	70,416.	2,150.	115,427.
Nuernberg	296	6	66,600.	22,722.	140,832.	4,300.	234,454.
Schwaebisch Hall	31	1	11,100.	3,787.	23,472.	2,150.	40,509.
Schweinfurt	121	3	31,800.	11,061.	70,416.	2,150.	115,427.
Vilseck	35	1	11,100.	3,787.	500.	2,150.	17,537.
Wertheim	46	1	11,100.	3,787.		2,150.	17,037.
Wurzberg	135		33,300.	11,361.	70,416.	2,150.	117,227.
TOTAL	1,441	35	$379,500.	$130,745.	$573,928.	$40,850.	$1,125,023.

13. District VIII School Site Reports

Aukamm Dependents Schools

The Aukamm Elementary School is located in Wiesbaden, Germany. No climatic conditions prevail in the area which would require other than normal performance specifications for buildings.

The projected number of kindergarten children for 1969 at the Aukamm School is 100. Two kindergarten classrooms will be required to house these pupils. The kindergarten staff will include two full-time kindergarten teachers and two teacher aides.

Currently, the elementary school is operating at capacity and it is not anticipated that any classrooms can be made available in 1969 for the proposed program. A large and adequate site is available behind the present elementary building and it is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be constructed on it. An adequate kindergarten playground should be developed adjacent to the two units.

Bad Godesberg Dependents Schools

*The Bad Godesberg Elementary School, located in Bad Godesberg, Germany, has a projected enrollment of 64 pupils for 1969. This number of pupils will require two kindergarten classroom units.

There are two classrooms that could be available for kindergarten use by 1969; however, the rooms do not meet minimum area requirements, nor is there a water supply in the classrooms. The measurements are 30 feet by 27 feet, which provide only 810 square feet.

It is recommended that the two classroom units be utilized with no more than 16 pupils per session. Water lines should be extended into the classrooms. A drinking fountain and sink should be installed in each classroom. An adequate kindergarten playground area should be developed adjacent to the classrooms.

Faculty requirements for a kindergarten program at the Bad Godesberg School include two full-time kindergarten teachers and two teacher aides.

Berlin Dependents Schools

The Berlin American Elementary School in Berlin, Germany, presently occupies the entire building which prior to 1967 housed both the elementary and secondary units. The school serves the dependent children of Army, other military and Department of Defense civilian personnel.

The projected kindergarten enrollment for September, 1969, is 254 pupils. Five classrooms will be required to house this number. Four classrooms in the building are currently being utilized for a private pre-school program. These four classrooms plus one additional classroom could be made available to house the proposed program in September, 1969.

The five classrooms referred to are reasonably adequate. It is recommended that they be modified to meet educational specifications (Appendix B) and be utilized to serve the projected kindergarten enrollment. Two kindergarten playground areas should be developed adjacent to, or as near as possible to, the five classrooms.

Five full-time kindergarten teachers and five teacher aides will be required to staff the program.

Bitberg Dependents Schools

The Bitberg Elementary School is located in an U. S. Air Force Housing Area at Bitberg, Germany. The projected enrollment for kindergarten for the 1969-70 school year is 441 pupils.

Nine kindergarten classrooms will be required to house the projected enrollment. Staff requirements include nine full-time kindergarten teachers and nine teacher aides.

No classrooms will be available for housing the proposed program in 1969, but a site for the location of the needed classroom units is available near the main elementary building. It is recommended that nine relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be constructed on the available site. Since one kindergarten playground can serve only three classrooms adequately, it is recommended that three kindergarten playgrounds be developed adjacent to the units.

Bremerhaven Dependents Schools

*The Bremerhaven Elementary School is located at Bremerhaven, Germany. No climatic conditions prevail in the area which require special attention when designing facilities.

The projected enrollment for kindergarten for September, 1969, is 122 pupils. This enrollment will require three classrooms and a faculty of four full-time kindergarten teachers and three and one-half teacher aides.

The classrooms currently available at the school, though not meeting the minimum recommended floor space for sessions of twenty-five pupils, do meet other specifications. The classrooms are large enough to accommodate 18 pupils per session. It is recommended that the four available classrooms be utilized for the proposed kindergarten program. Two kindergarten playgrounds should be developed adjacent to the classrooms.

Crestview Dependents Schools

The Crestview Elementary School is a new school located in a military housing area. The projected enrollment for the kindergarten age group for 1969 is 132 pupils, thus necessitating the use of three kindergarten classrooms. Faculty requirements based on the projected enrollment include three full-time kindergarten teachers and three teacher aides.

No adequate facilities are currently available in the area for kindergarten classrooms. The school currently utilizes basement rooms in housing units for all its classrooms. During the latter part of the 1966-67 school year, twelve classrooms were in use, one each in twelve different housing units.

Several sites are available in the area for new classrooms. It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on one of the available sites. An adequate kindergarten playground should be provided adjacent to the classroom units.

Hahn Dependents Schools

*The Hahn American Elementary School is located at a U. S. military installation at Hahn, Germany. A total of 317 pupils are projected for the kindergarten enrollment for the 1969-70 school year. Personnel requirements for operation of a kindergarten program at the school includes seven full-time kindergarten teachers and six and one-half teacher aides to assist them. Seven kindergarten classrooms will be required to house the program.

No facilities will be available in 1969 to house a kindergarten program. A 3.5 acre open site is available approximately 100 yards north of the present elementary school. The site is adequately located and of sufficient size to accommodate seven classrooms and three enclosed playground areas. It is recommended that seven relocatable kindergarten classrooms or equivalent permanent construction be installed on the available site, along with three adequate kindergarten playgrounds.

Lindsey Dependents Schools

The Lindsey Elementary School is located in Wiesbaden, Germany. The projected kindergarten enrollment for September, 1969, is 206 pupils. This projection could be high if the present trend continues. The first grade enrollment in 1966-67 was 247 students, but only 187 students are anticipated for the first grade in September, 1969.

Personnel requirements for operation of a kindergarten program in 1969 at the school include five full-time kindergarten teachers and four and one-half teacher aides.

No classrooms will be available for housing the proposed program in 1969; however, an adequate site for new classrooms is available for the location of additional classrooms in the immediate vicinity. It is recommended that five relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be located on the available site. Two kindergarten playgrounds should be developed adjacent to the classroom units.

Mainz Dependents Schools

The Mainz Elementary School has facilities located in three different areas near Mainz, Germany. Two are located at military housing areas and a third, eight miles away from the main school building, is located in a military depot area.

The projected kindergarten enrollment for September, 1969, is 201 students. Four kindergarten classrooms will be needed to house these students. Faculty requirements include four full-time kindergarten teachers and four teacher aides.

The rooms currently used for a private pre-school program will be needed for additional sections of first grade in the 1967-68 school year. No other adequate facilities are available, nor will any be available in 1969. However, sites for the location of kindergarten classrooms are available. It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be located near the main school and that one similar unit be located at Finthen Air Base where approximately twenty-five percent of the student population is located. An adequate kindergarten playground should be developed at each site.

Oslo Dependents Schools

The Oslo Elementary School is located in Oslo, Norway, and serves minor dependents of military and civilian personnel stationed in the greater Oslo area. The mean temperature for Oslo is approximately 43 degrees Fahrenheit, with an approximate high of 86 degrees and a low of minus 8 degrees Fahrenheit. It is generally conceded that this part of the world is cold during the winter months and experiences much snow.

The projected kindergarten enrollment at Oslo for 1969 is 67 pupils. Based on this enrollment, this school would require two kindergarten classrooms to serve this pupil population. Two full-time kindergarten teachers and one and one-half teacher aides will be required.

The present school consists of 17 classrooms, with one cafeteria, one library, and one auditorium and is an excellent school facility. However, it is filled to capacity and, therefore, kindergarten requirements could be met only through new construction. It should be noted that the present school facility was built privately by a Norwegian corporation, according to Norwegian building codes, and is leased to the U. S. Air Force. Any addition to the facility would necessarily have to meet the same codes and could be provided only through a similar arrangement. Such an arrangement would not require a capital investment for additional kindergarten classrooms, but it would increase the rental cost. At the present time the existing facility is leased to the Air Force at approximately $50,000 per year. Reliable estimates made by local military personnel indicated that the addition of two classrooms for kindergarten use would increase the annual rental fee $4,200 per year.

Space is available on the present site for the location of two kindergarten classrooms, although such utilization would require the approval of Norwegian authorities. If such authority were not granted, it would be necessary and possible to lease additional land directly adjacent to the present site for the placing of the kindergarten units. It is the recommendation of this study that two new kindergarten classrooms be constructed, according to the educational specifications as outlined in Appendix B, consistent with Norwegian building codes, and in accordance with locally established procedures governing school construction. Such classrooms should be the same construction as the present school facility. A kindergarten playground should be developed adjacent to the units.

Pruem Dependents Schools

The Pruem Elementary School is located in a small U. S. Army Housing Area at Pruem, Germany. The building contains four very adequate classrooms, three of which

Such classrooms should be the same construction as the present school facility. A kindergarten playground should be developed adjacent to the new classrooms.

Spangdahlem Dependents Schools

*The Spangdahlem School in Spangdahlem, Germany, is located in a geographical area that has a moderate climate with a mean temperature of 47.4 degrees Fahrenheit. The projected kindergarten enrollment is 234 pupils for 1969.

It was reported that four classrooms which meet minimum specifications would be available by 1969. All rooms have rest room and drinking facilities and are in good repair. All of the classrooms are located on the first floor of the building. One additional relocatable classroom (See Appendix F) or equivalent permanent construction will be necessary to house the projected kindergarten enrollment. A good site of approximately nine acres is available for additional construction. Two kindergarten playgrounds should be developed to serve the five classrooms.

Five teachers and five teacher aides will be required to staff the program.

Trier Dependents Schools

The Trier Elementary School is located in a small Air Force Housing Area. Air Force and other military and DOD minor dependents attend the school, which consists of four classrooms in the main building and two basement rooms in housing units.

The projected kindergarten enrollment as of September, 1969 is 40 pupils. One classroom will be adequate to handle this number, since no significant change in population growth at the base is anticipated. One full-time kindergarten teacher and one teacher aide will be required to staff the program.

No current facilities meet the minimum recommended standards for kindergartens; however, adequate sites are available near the present building on which to locate a kindergarten unit. It is recommended that a relocatable kinderbarten classroom (See Appendix F) are currently used for two-year combinations of the six elementary grades.

The projected kindergarten enrollment for 1969 is 23 children, which will require one classroom. One full-time kindergarten teacher and one-half teacher aide will be required for the program. No significant change in pupil population is currently anticipated and the fourth room of the relatively new building could be made available as a kindergarten classroom. It is recommended that the available classroom be used for the program and that the site adjacent to it be developed into a kindergarten playground.

Soesterberg Dependents Schools

Soesterberg American Elementary School is located at Camp New Amsterdam, north and east of Utrecht, the Netherlands. The mean temperature is 60 degrees, with a reported high of 70 degrees and a low of 33 degrees. The mean precipitation is reported to be 30 inches per year. There are no special climatic conditions which would affect school construction.

The projected kindergarten enrollment for 1969 is 68, which would require a minimum of two classrooms. Two full-time kindergarten teachers and one and one-half teacher aides will be required for the proposed program.

The present elementary school is housed in two buildings: one new prefabricated Dutch-built structure on the base and one small older Dutch school, which is five miles away at Den Dolder. Neither facility will have adequate space for housing a kindergarten program in 1969. There is ample room adjacent to the new school building, which is located in a park, for additional buildings.

Camp New Amsterdam is on a Dutch air base; therefore, any construction would have to be approved and constructed by the Dutch government. It is the recommendation of this study that two new kindergarten classrooms be constructed according to the educational specifications as outlined in Appendix B, consistent with Dutch building codes and in accordance with locally established procedures governing school construction.

or equivalent permanent construction be provided on the available site and that a kindergarten playground be developed adjacent to it.

Vandenberg Dependents School

The Vandenberg Elementary School is located adjacent to the junior and senior high schools and is the largest of the elementary schools in Wiesbaden, Germany. The school is located in a military residential area and serves children of Air Force and other military and DOD civilian personnel. The projected enrollment for the kindergarten class for 1969-70 is 311 students. Seven kindergarten classrooms will be required to house this number of pupils. Seven full-time kindergarten teachers and six and one-half teacher aides will be required to staff the program.

Though the present building does not have available space for kindergarten children, a site is available for the location of classroom units adjacent to the present elementary building. It is recommended that seven relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on the available site and that three kindergarten playgrounds be developed adjacent to the classroom units.

Wiesbaden Air Base Dependents Schools

The Wiesbaden Air Base Elementary School is located at Wiesbaden, Germany. The school serves children of Air Force and other military and Department of Defense civilian personnel.

The projected kindergarten enrollment for September, 1969, is 30 pupils. One full-time kindergarten teacher and one teacher aide will be required to staff the program.

The present elementary enrollment is housed in a converted barracks building, the basement of the chapel, and basement rooms in housing units. No adequate facilities will be available at the base and no site for location for a classroom unit will be available near the present main school building. However, a site can be utilized near one of the housing units. It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be installed on this available site. An adequate kindergarten playground should be developed adjacent to the unit.

14. District VIII Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 2610 pupils in Group I schools, District VIII, European Area, are categorized under four major classifications. Tables 66, 67, 68, and 69 identify requirements by classification and Table 70 summarizes the total estimated costs for the district.

Table 66 indicates a personnel requirement of 60 kindergarten teachers and 56½ teacher aides at an estimated annual cost of $655,500.00.

Table 67 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 60 classrooms is $223,620.00.

Table 68 indicates that $969,052.00 will be required to provide the 60 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 17 classrooms from existing facilities and provision for 43 new kindergarten classroom units.

Twenty-seven kindergarten playground units will require development at a total estimated cost of $58,050.00, as indicated in Table 69.

Table 70 indicates that the estimated cost for District VIII for providing required kindergarten classroom personnel, equipment and instructional materials, 60 classroom facilities, and the development of needed playground areas totals $1,906,222.00.

TABLE 66

Summary of Personnel Requirements and Estimated Costs for Personnel, District VIII, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Aukamm	100	2	$ 16,200.	2	$ 6,000.	$ 22,200.
Bad Godesberg	64	2	16,200.	2	6,000.	22,200.
Berlin	254	5	40,500.	5	15,000.	55,500.
Bitberg	441	9	72,900.	9	27,000.	99,900.
Bremerhaven	122	4	32,400.	3½	10,500.	42,900.
Crestview	132	3	24,300.	3	9,000.	33,300.
Hahn	317	7	56,700.	6½	19,500.	76,200.
Lindsey	206	5	40,500.	4½	13,500.	54,000.
Mainz	201	4	32,400.	4	12,000.	44,400.
Oslo	67	2	16,200.	1½	4,500.	20,700.
Pruem	23	1	8,100.	½	1,500.	9,600.
Soesterberg	68	2	16,200.	1½	4,500.	20,700.
Spangdahlem	234	5	40,500.	5	15,000.	55,500.
Trier	40	1	8,100.	1	3,000.	11,100.
Vandenberg	311	7	56,700.	6½	19,500.	76,200.
Wiesbaden Air Base	30	1	8,100.	1	3,000.	11,100.
TOTAL	2,610	60	$486,000.	56½	$169,500.	$655,500.

TABLE 67

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District VIII, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instruc-tional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Aukamm	100	2	$ 6,374.	$ 1,200.	$ 7,574.
Bad Godesberg	64	2	6,374.	900.	7,274.
Berlin	254	5	15,935.	3,000.	18,935.
Bitberg	441	9	28,683.	5,400.	34,083.
Bremerhaven	122	4	12,748.	1,500.	14,248.
Crestview	132	3	9,561.	1,800.	11,361.
Hahn	317	7	22,309.	3,900.	26,209.
Lindsey	206	5	15,935.	2,100.	18,035.
Mainz	201	4	12,748.	2,400.	15,148.
Oslo	67	2	6,374.	900.	7,274.
Pruem	23	1	3,187.	300.	3,487.
Soesterberg	68	2	6,374.	900.	7,274.
Spangdahlem	234	5	15,935.	3,000.	18,935.
Trier	40	1	3,187.	600.	3,787.
Vandenberg	211	7	22,309.	3,900.	26,209.
Wiesbaden Air Base	30	1	3,187.	600.	3,787.
TOTAL	2,610	60	$191,200.	$32,400.	$223,620.

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[1] See Appendix C.

[2] See Appendix D.

TABLE 68

Summary of Facility Requirements and Estimated Costs of Facilities for District VIII, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equiv. Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Aukamm	2			2	$ 46,944.	$ 46,944.
Bad Godesberg	2	2	$1,000.			1,000.
Berlin	5	5	1,500.			1,500.
Bitberg	9			9	211,248.	211,248.
Bremerhaven	4	4				
Crestview	3			3	70,416.	70,416.
Hahn	7			7	164,304.	164,304.
Lindsey	5			5	117,360.	117,360.
Mainz	4			4	93,888.	93,888.
Oslo	2			2	4,200.[2]	4,200.[2]
Pruem	1	1				
Soesterberg	2			2	46,944.	46,944.
Spangdahlem	5	5				
Trier	1			1	23,472.	23,472.
Vandenberg	7			7	164,304.	164,304.
Wiesbaden Air Base	1			1	23,472.	23,472.
TOTAL	60	17	$2,500.	43	$966,552.	$969,052.

[1] See Appendix G.

[2] Lease cost for one year

TABLE 69

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District VIII, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Aukamm	2	1	yes	$ 2,150.
Bad Godesberg	2	1	yes	2,150.
Berlin	5	2	yes	4,300.
Bitberg	9	3	yes	6,450.
Bremerhaven	4	2	yes	4,300.
Crestview	3	1	yes	2,150.
Hahn	7	3	yes	6,450.
Lindsey	5	2	yes	4,300.
Mainz	4	2	yes	4,300.
Oslo	2	1	yes	2,150.
Pruem	1	1	yes	2,150.
Soesterberg	2	1	yes	2,150.
Spangdahlem	5	2	yes	4,300.
Trier	1	1	yes	2,150.
Vandenberg	7	3	yes	6,450.
Wiesbaden Air Base	1	1	yes	2,150.
TOTAL	60	27		$58,050.

[1] See Appendix E.

TABLE 70

Summary of Estimated Costs for Establishing Kindergarten Program in District VIII, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Class- rooms Required	Total Personnel Cost	Total Equip. & Instruc- tional Material Cost	Total Classroom Facility Cost	Total Play- ground Develop- ment cost	Total Cost for Establishing Kdg. Program
Aukamm	100	2	$ 22,200.	$ 7,574.	$ 46,944.	$ 2,150.	$ 78,868.
Bad Godesberg	64	2	22,200.	7,274.	1,000.	2,150.	32,624.
Berlin	254	5	55,500.	18,935.	1,500.	4,300.	80,235.
Bitberg	441	9	99,900.	34,083.	211,248.	6,450.	351,681.
Bremerhaven	122	4	42,900.	14,248.		4,300.	61,448.
Crestview	132	3	33,300.	11,361.	70,416.	2,150.	117,227.
Hahn	317	7	76,200.	26,209.	164,304.	6,450.	273,163.
Lindsey	206	5	54,000.	18,035.	117,360.	4,300.	193,695.
Mainz	201	4	44,400.	15,148.	93,888.	4,300.	157,736.
Oslo	67	2	20,700.	7,274.	4,200.	2,150.	34,324.
Pruem	23	1	9,600.	3,487.		2,150.	15,237.
Soesterberg	68	2	20,700.	7,274.	46,944.	2,150.	77,068.
Spangdahlem	234	5	55,500.	18,935.		4,300.	78,735.
Trier	40	1	11,100.	3,787.	23,472.	2,150.	40,509.
Vandenberg	311	7	76,200.	26,209.	164,304.	6,450.	273,163.
Wiesbaden Air Base	30	1	11,100.	3,787.	23,472.	2,150.	40,509.
TOTAL	2,610	60	$655,500.	$223,620.	$969,052.	$58,050.	$1,906,222.

15. District IX School Site Reports

Bad Kreuznach Dependents Schools

*The Bad Kreuznach American Elementary School is located in the Bad Kreuznach Army Post Housing Area at Bad Kreuznach, Germany. No climatic conditions exist in the area which require special design specifications for buildings.

The projected kindergarten enrollment for the 1969-70 school year at the Bad Kreuznach attendance area is 116 children. Three full-time kindergarten teachers and two and one-half teacher aides will be required to staff the program. Three kindergarten classrooms will be required.

Two basement classrooms were reported to be available for housing kindergarten in 1969. These two classrooms were formerly maids' quarters and contain 602 square feet each, which is considerably below the recommended size the kindergarten classrooms. In addition, the basement location for the classrooms was evaluated as unsatisfactory.

It is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on a site to be determined near the present elementary school. The site should be large enough to provide for the development of the required kindergarten playground area.

Baumholder Dependents Schools

The Baumholder Elementary School is located on the U. S. Army Post at Baumholder, Germany. The school is attended by children of the Army and other military and Department of Defense personnel assigned to this area. The climate is moderate and does not require special consideration for construction purposes.

Kindergarten projections indicate there will be 221 pupils eligible for kindergarten by 1969. Five classroom units will be required to house this projected pupil population. The kindergarten is presently housed in dependent quarters buildings 8037, 8038, and 8039. All rooms utilized are located in the basements of these buildings. Sites on this post are at a premium and the school has a limited playground area.

The recommendation is to locate five relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction on any adequate site approved by local school officials. Two kindergarten playgrounds should be developed adjacent to the classrooms.

The projected kindergarten enrollment will require five full-time kindergarten teachers and four and one-half teacher aides to staff the program.

Birkenfeld Dependents Schools

*The Birkenfeld Elementary School is located at Birkenfeld, Germany. The projected kindergarten enrollment for September, 1969, is 40 students. One kindergarten classroom will be required to house the projected enrollment and one full-time kindergarten teacher and one teacher aide will be required to fulfill personnel requirements for the proposed program.

School officials have indicated that a classroom which meets the specifications for a kindergarten classroom (See Appendix B) will be available for the program in 1969. It is recommended that this classroom be utilized for the program and that an adequate kindergarten playground be developed adjacent to or near it.

Dexheim Dependents Schools

*The Dexheim School in Dexheim, Germany, has a projected kindergarten enrollment of 25 pupils by 1969. A single kindergarten classroom unit would be required to house the projected number of kindergarten pupils. The climate is moderate, with no severe weather conditions requiring special building specifications.

The private kindergarten program is now operated in a building that also houses teen club activities and a Sunday School room. The room reported as available has an area of 690 square feet with measurements of 30' by 23'. The interior walls are in need of repair. The room must be considered as inadequate because of the lack of space requirements.

It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided for the Dexheim School. It was reported that only a limited site was available near the present school, but the unit and an adequate playground should be located as near the present facility as possible.

A staff of one teacher and one-half teacher aide will be required for the kindergarten program.

Idar Oberstein Dependents Schools

The Idar Oberstein Elementary School located in Idar Oberstein, Germany, serves children of Army and other military and Department of Defense personnel stationed in this area. The kindergarten enrollment projection for the Idar Oberstein School for 1969 is 46 pupils. This number will require one classroom.

One room is available for kindergarten use. The room is located on the first floor and contains approximately 1316 square feet, with measurements of 47' x 28'. The interior walls are plastered and in good repair. The ceiling is covered with an acoustical material of good quality. Interior lighting is provided by nine fluorescent units which illuminate the room above the minimum standard. The school is heated by an oil fired furnace with a hot water conduction system and provides uniform heating. Although restrooms, sinks and water fountains are not located within the room, these facilities are available within 150 feet. Chalkboard and tackboard have been provided in sufficient quantity. The room has four corridor exits and a separate playground is available for kindergarten purposes.

This room seems to be quite adequate, with the exception of the floor, which is concrete. It is recommended that the floor be covered with a vinyl tile. A kindergarten playground should be developed adjacent to the classroom. Water lines should be extended into the classroom and a sink and water fountain should be provided.

One teacher and one teacher aide would be needed to staff the kindergarten program.

Kaiserslautern Dependents Schools

The Kaiserslautern Elementary School #1 is located at the military installation at Kaiserslautern, Germany. The complex of buildings consists of a permanent building and an annex of connected quonset buildings located approximately one block from the permanent building. Enrollment patterns indicate a projected kindergarten enrollment of 339 pupils, which would require seven classroom units.

A private kindergarten is housed in quonset buildings with the first and second grades. To make these facilities adequate, the floors would need to be refurbished and covered with vinyl tile. The interior walls would require treatment with plaster board, acoustical ceilings would need to be installed, complete restroom facilities for each classroom unit would need to be provided, and a sink and drinking fountain for each room would also be required. The heating plant and heat distribution system would need to be replaced. In addition to the above, the classrooms do not meet the minimum square footage required. It is therefore recommended that these facilities not be utilized as kindergarten classrooms.

It is recommended that seven relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on a site in a housing area three-fourths of a mile away. Three kindergarten playgrounds should be developed adjacent to these facilities.

A staff of seven full-time kindergarten teachers and seven teacher aides will be required to serve the anticipated kindergarten enrollment.

The Kaiserslautern Elementary School #2 is located on the military post at Kaiserslautern, Germany. The climatic conditions of the area are relatively moderate and would not necessitate special consideration for construction purposes.

The projected enrollment for kindergarten in 1969 is approximately 155 students and will require three kindergarten classroom units. Current facilities for private kindergarten instruction are located on the first floor of a former barracks. The width of the two rooms being used is just over 13 feet, which is a most limiting factor in terms of the kind of kindergarten activities that can be conducted. Crowded conditions already exist in this school, thus negating the possibility of additional classroom space being available by 1969.

On the basis of the above factors, it is recommended that three relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on an adequate site which is available next to the existing school. A kindergarten playground should be developed adjacent to the units.

The number of projected kindergarten pupils would require three teachers and three teacher aides.

Landstuhl Dependents Schools

The Landstuhl Elementary School, located in Landstuhl, Germany has a kindergarten enrollment projection of 85 pupils for the 1969-70 school year. Two kindergarten classrooms will be needed to house this number of students.

The mean temperature of the area is approximately 50 degrees Fahrenheit and the average rainfall is about 25 inches. There are no climatic conditions that would require special consideration for construction purposes.

Presently there are no facilities that can be utilized for kindergarten purposes by 1969. However, there is a site available approximately 100 feet north of the existing building. This site measures about 100' by 150', for a total area of 15,000 square feet. It is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on the available site and that a kindergarten playground be developed adjacent to the units.

The kindergarten program would require a staff of two full-time kindergarten teachers and two teacher aides.

Pirmasens Dependents Schools

The Pirmasens Elementary School is located on the military post at Pirmasens, Germany. The climate of the area is quite moderate and no special construction specifications are needed. The projected kindergarten enrollment for 1969 is 177 pupils, requiring four classroom units. Although a private kindergarten is currently operated, the classrooms are substandard in terms of size.

Building 4548 on the post might be available for renovation and could possibly be made into a four-room kindergarten unit with an all-purpose room. It must be pointed out that this building is somewhat removed and presents a special problem for security. Heavy damage from vandalism was noted. In addition, a health factor is present, in that a part of the site at one time was used as a dumping area for rubble and trash.

Although the above facility might be available for kindergarten use, it is strongly recommended that four relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction and two adequate playgrounds be provided on an available site near the school. The basis for rejecting building 4548 as a kindergarten facility are (1) prohibitive cost of renovation, (2) location, (3) health factors, and (4) problems of security.

Four teachers and three and one-half teacher aides would be required to serve the projected kindergarten enrollment.

Ramstein Dependents Schools

The Ramstein Elementary School (North) is located on the U. S. Air Force Base at Ramstein, Germany, and serves minor dependents of personnel stationed in this area. The kindergarten enrollment projection for 1969 is 319 pupils. Seven kindergarten classroom units will be required.

The Ramstein North School has a present enrollment that exceeds its capacity, and there are no facilities available to house a kindergarten program. Several adequate sites are available either west or north of the existing building. As seven new units will be required to implement a kindergarten program, it is recommended that seven relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be located on one of the available sites near the school. Three kindergarten playgrounds should be developed adjacent to the buildings.

The projected kindergarten enrollment will require a staff of seven teachers and six and one-half teacher aides.

The Ramstein Elementary School (South) is located at the U. S. Air Base at Ramstein, Germany. The projected enrollment for kindergarten in 1969 at Ramstein South is 234, which will require five kindergarten classroom units. Presently the school facilities are being utilized to capacity, and no facilities are available for kindergarten purposes.

A site where portable units could be located is available adjacent to the present school. To provide adequate housing for the proposed program, it is recommended that five relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be located on the available site and that two kindergarten playgrounds be developed adjacent to the units.

A staff of five teachers and five teacher aides would be required to serve the anticipated kindergarten enrollment.

Sembach Dependents Schools

The Sembach Elementary School is located on the U. S. Air Base at Sembach, Germany. The projected kindergarten enrollment for 1969 is 233 pupils, which would require five classroom units. Presently, the school is operating at maximum capacity, so there is no possibility of making classroom space available for kindergarten instruction.

Site availability at the Sembach Air Base is somewhat at a premium. The present school site is quite limited. One suggested possible site would be adjacent to the present building and running parallel to the access road in front of the school. It is recommended that this site be utilized and that five relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on it. Two kindergarten playgrounds should be developed adjacent to the units.

The projected kindergarten enrollment would require a staff of five teachers and five teacher aides.

Zweibruecken Dependents Schools

Zweibruecken Elementary School is located on the U. S. military post at Zweibruecken, Germany. The projected kindergarten enrollment for 1969 is approximately 81 pupils, which will require two kindergarten classroom units. Presently a private kindergarten is housed on the first floor of the building that also accommodates the NCO and EM Club, the post office, and the delicatessen. Although the classroom is adequate in size, the location and lack of any outdoor play area makes continued use of this facility advisable only until other facilities can be made available.

The major problem at Zweibruecken is the lack of site. However, a new school is being planned, and $700,000 has been appropriated for the construction of new facilities by 1969. On removal of the buildings that are currently being used for twelve classrooms, it is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be located on this site in coordination with the new school facility. A kindergarten playground should be developed adjacent to the units.

16. District IX Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 2071 pupils in Group I schools, District IX, European Area, are categorized under four major classifications. Tables 71, 72, 73, and 74 identify requirements by classification and Table 75 summarizes the total estimated costs for the District.

Table 71 indicates a personnel requirement of 46 kindergarten teachers and 43½ teacher aides at an estimated annual cost of $503,100.00.

Table 72 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 46 classrooms is $177,002.00.

Table 73 indicates that $1,057,040.00 will be required to provide the 46 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of one classroom from existing facilities and provision for 45 new kindergarten classroom units.

Twenty-one kindergarten playground units will require development at a total estimated cost of $45,150.00, as indicated in Table 74.

Table 75 indicates that the estimated cost for District IX for providing required kindergarten classroom personnel, equipment and instructional materials, 46 classroom facilities, and the development of needed playground areas totals $1,782,292.00.

17. District X Site Reports

Augsburg Dependents Schools

The Augsburg American Elementary School is located in a housing development on the edge of the city of Augsburg, Germany. The school is attended by the children of U. S. Army and other military and Department of Defense civilian personnel stationed in the general area.

The temperature ranges from a high of approximately 90 degrees to a low of several degrees below zero on rare occasions. The annual rainfall is approximately 35 inches per year. No unusual weather conditions prevail.

The projected kindergarten enrollment at the Augsburg center for the 1969-70 school year is expected to be 232 pupils. During the past two years the enrollment has dropped rather substantially, but the school and military officials feel that the population will stabilize at approximately the level experienced during the Spring of the 1966-67 school year. The projected kindergarten enrollment will require that five kindergarten classrooms be made available.

Because of high enrollments during past years, it has been necessary to use a complex of twenty-six wooden buildings for kindergarten and first grade purposes. Military officials have indicated that the school may continue to use these facilities for kindergarten purposes during the immediate future. Present plans call for these structures to be used for kindergartens by assigning one section of kindergarten to an entire building. This will permit a workroom, a playroom, and rest rooms for each section of kindergarten children. With this utilization, the classrooms that will be made

TABLE 71

Summary of Personnel Requirements and Estimated Costs for Personnel, District IX, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Bad Kreuznach	116	3	$ 24,300.	2½	$ 7,500.	$ 31,800.
Baumholder	221	5	40,500.	4½	13,500.	54,000.
Birkenfeld	40	1	8,100.	1	3,000.	11,100.
Dexheim	25	1	8,100.	½	1,500.	9,600.
Idar Oberstein	46	1	8,100.	1	3,000.	11,100.
Kaiserslautern #1	339	7	56,700.	7	21,000.	77,700.
Kaiserslautern #2	155	3	24,300.	3	9,000.	33,300.
Landstuhl	85	2	16,200.	2	6,000.	22,200.
Pirmasens	177	4	32,400.	3½	10,500.	42,900.
Ramstein North	319	7	56,700.	6½	19,500.	76,200.
Ramstein South	234	5	40,500.	5	15,000.	55,500.
Sembach	233	5	40,500.	5	15,000.	55,500.
Zweibruecken	81	2	16,200.	2	6,000.	22,200.
TOTAL	2,071	46	$372,600.	43½	$130,500.	$503,100.

TABLE 72

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District IX, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Class- rooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instruc- tional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Bad Kreuznach	116	3	$ 9,561.	$ 1,500.	$ 11,061.
Baumholder	221	5	15,935.	2,700.	18,635.
Birkenfeld	40	1	3,187.	600.	3,787.
Dexheim	25	1	3,187.	300.	3,487.
Idar Oberstein	46	1	3,187.	600.	3,787.
Kaiserslautern #1	339	7	22,309.	6,200.	28,509.
Kaiserslautern #2	155	3	9,561.	1,800.	11,361.
Landstuhl	85	2	6,374.	1,200.	7,574.
Pirmasens	177	4	12,748.	2,400.	15,148.
Ramstein North	319	7	22,309.	5,900.	28,209.
Ramstein South	234	5	15,935.	3,000.	18,935.
Sembach	233	5	15,935.	3,000.	18,935.
Zweibruecken	81	2	6,374.	1,200.	7,574.
TOTAL	2,071	46	$146,602.	$30,400.	$177,002.

[1] See Appendix C.

[2] See Appendix D.

TABLE 74

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District IX, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Bad Kreuznach	3	1	yes[2]	$ 2,150.
Baumholder	5	2	no	4,300.
Birkenfeld	1	1	yes[2]	2,150.
Dexheim	1	1	yes[2]	2,150.
Idar Oberstein	1	1	yes	2,150.
Kaiserslautern #1	7	3	yes	6,450.
Kaiserslautern #2	3	1	yes	2,150.
Landstuhl	2	1	yes	2,150.
Pirmasens	4	2	yes	4,300.
Ramstein North	7	3	yes[2]	6,450.
Ramstein South	5	2	yes	4,300.
Sembach	5	2	yes	4,300.
Zweibruecken	2	1	yes[3]	2,150.
TOTAL	46	21		$45,150.

[1] See Appendix E.

[2] Subject to confirmation.

[3] Present site will have to be cleared of temporary portable units.

available will be of adequate size and design to house the proposed program. The facilities will require continued maintenance and renovation in order to meet and maintain recommended standards. Adequate playground space is available for use of kindergarten children and it should be developed into two adequate kindergarten playgrounds.

Staff requirements for the anticipated enrollment include five full-time kindergarten teachers and five teacher aides.

Bad Aibling Dependents Schools

The Bad Aibling American Elementary School is located on the U. S. Army base adjacent to the city of Bad Aibling. The school is attended by the children of U. S. Army and other service and DOD personnel stationed in the area. No special performance. specifications are required for buildings in the area.

Since school enrollment at this attendance center has been quite stable during the past few years, the projected kindergarten enrollment of 20 children for 1969 is considered reliable. This enrollment will require one kindergarten classroom.

The building housing the elementary school in Bad Aibling was designed and constructed for its present use. The room used for the private kindergarten program contains an area of something over 1100 square feet. The facility is adequate to house the proposed kindergarten program. The playground area should be developed to meet specifications (See Appendix B and E).

Personnel requirements for the projected enrollment include one full-time kindergarten teacher and a half-time teacher aide.

Bad Toelz Dependents Schools

The Bad-Toelz American Elementary School is located in the city of Bad-Toelz, Germany. The school is attended by children of support units of the U. S. Army and other military and DOD personnel in the area.

TABLE 73

Summary of Facility Requirements and Estimated Costs of Facilities for District IX, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Class-rooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Class-rooms[1]	Number of Relocatable Units or Equiv. Permanent Classrooms Needed	Cost of Relocatable Class-rooms	Total Cost of Classroom Facilities
Bad Kreuznach	3			3	$ 70,416.	$ 70,416.
Baumholder	5			5	117,360.	117,360.
Birkenfeld	1			1	23,472.	23,472.
Dexheim	1			1	23,472.	23,472.
Idar Oberstein	1	1	$800.00			800.
Kaiserslautern#1	7			7	164,304.	164,304.
Kaiserslautern#2	3			3	70,416.	70,416.
Landstuhl	2			2	46,944.	46,944.
Pirmasens	4			4	93,888.	93,888.
Ramstein North	7			7	164,304.	164,304.
Ramstein South	5			5	117,360.	117,360.
Sembach	5			5	117,360.	117,360.
Zweibruecken	2			2	46,944.	46,944.
TOTAL	46	1	$800.	45	$1,056,240.	$1,057,040

[1] See Appendix B.

TABLE 75

Summary of Estimated Costs for Establishing Kindergarten Program in District IX, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Estab-lishing Kdg. Program
Bad Kreuznach	116	3	$ 31,800.	$ 11,061.	$ 70,416.	$ 2,150.	$ 115,427.
Baumholder	221	5	54,000.	18,635.	117,360.	4,300.	194,295.
Birkenfeld	40	1	11,100.	3,787.	23,472.	2,150.	40,509.
Dexheim	25	1	9,600.	3,487.	23,472.	2,150.	38,709.
Idar Oberstein	46	1	11,100.	3,787.	800.	2,150.	17,837.
Kaiserslautern#1	339	7	77,700.	28,509.	164,304.	6,450.	276,963.
Kaiserslautern#2	155	3	33,300.	11,361.	70,416.	2,150.	117,227.
Landstuhl	85	2	22,200.	7,574.	46,944.	2,150.	78,868.
Pirmasens	177	3	42,900.	15,148.	93,888.	4,300.	156,236.
Ramstein North	319	7	76,200.	28,209.	164,304.	6,450.	275,163.
Ramstein South	234	5	55,500.	18,935.	117,360.	4,300.	196,095.
Sembach	233	5	55,500.	18,935.	117,360.	4,300.	196,095.
Zweibruecken	81	2	22,200.	7,574.	46,944.	2,150.	78,868.
TOTAL	2,071	46	$503,100.	$177,002.	$1,057,040.	$45,150.	$1,782,292.

facilities, a cloak room area, and rest rooms makes it a very satisfactory and desirable kindergarten situation. The adjacent enclosed playground area, which is immediately accessible from the classroom, should be developed into an adequate kindergarten playground.

Staff requirements for the Garmish kindergarten program include one full-time kindergarten teacher and one half-time teacher aide.

Munich Dependents Schools

The Munich American Elementary School No. 1 is located in the Perlacher Forst Housing Area south and east of Munich, Germany. The school is attended by children of U. S. Army and other related military and DOD personnel stationed in and around the Munich area. No unusual weather conditions prevail, although there is a considerable amount of rain during the Spring months. The overall conditions are similar to those found in central United States.

The projected kindergarten enrollment at Munich No. 1 for the 1969-70 school year is estimated to be 200 pupils requiring four classrooms.

The school building used by the Munich American Elementary School No. 1 was designed and built for elementary school purposes. One wing of the structure includes seven classrooms, all designed to be used for kindergartens. With the presently reduced enrollment, these rooms can be used for this purpose. It seems, therefore, that no additional facilities would need to be constructed on the Munich No. 1 site. A wooden and grassed playground is used exclusively by kindergarten children and should be developed into two kindergarten playgrounds.

Staffing requirements for the Munich School No. 1 kindergarten program includes four full-time kindergarten teachers and four teacher aides.

The Munich American Elementary School No. 2 is located in the Alabama Kasern on the northern edge of the city of Munich, Germany. No unusual weather conditions are experienced.

The temperature in the area ranges from a high of approximately 90 degrees to a low of about 15 degrees below zero on rare occasions. There is much rain and snow in the area, and the annual precipitation is approximately 40 inches.

The projected kindergarten enrollment expected for the 1969-70 school year is 99 pupils, requiring two kindergarten classrooms. The present private kindergartens are being served in steel quonset type buildings, but these are considered inadequate.

Two kindergarten classrooms have been requested in plans for the eighteen classroom, three-story building designed and constructed to serve as an elementary school center. It is recommended that these two new classrooms be utilized for the program. The adjacent playground space should be developed into an adequate kindergarten playground.

To serve needs of the projected enrollment, two full-time kindergarten teachers and two teacher aides will be required.

Garmish Dependents Schools

The Garmish American Elementary School is located on the outskirts of Garmish, Germany. The school is attended by children of U. S. Army and other related military and DOD personnel stationed in the area.

The temperature ranges from a high of about 90 degrees to a low of approximately eight degrees below zero. The average precipitation per year is somewhere around 48 inches. The area does get rather extensive amounts of snow during the winter.

The projected kindergarten enrollment expected for the Garmish American Elementary School is 24 pupils. Enrollments in this center have been very stable and are expected to continue so. The projected kindergarten enrollment will require one kindergarten classroom.

A kindergarten facility was provided as a part of the original elementary school building and is being used now for a private kindergarten. Although the facility is slightly undersized, the presence of storage

It is expected that kindergarten enrollment in the immediate years ahead will remain approximately the same as was experienced during the 1966-67 school year. At that time, 84 children were enrolled. The projected kindergarten enrollment will require two classrooms. The Munich American Elementary School No. 2 is housed in a four-story German warehouse building that has been converted for school purposes. The kindergarten facilities, consisting of two classrooms, are judged to be adequate. Adequate playground space is available adjacent to the building. Part of it needs to be developed into a kindergarten playground.

Staff requirements for the proposed program at this attendance center are two full-time kindergarten teachers and two teacher aides.

Landshut Dependents Schools

The Landshut American Elementary School is located on the extreme outskirts of the city of Landshut, Germany. The school is attended by children of U. S. Army and other related military and DOD personnel in the area. No unusual climatic conditions affect construction of educational facilities.

Enrollments have been decreasing somewhat during the last year; however, it is expected that the kindergarten enrollment will stabilize at about 28 children per year. Both school and military personnel share the opinion that in the years ahead enrollments of approximately those experienced in 1966-67 will continue. The projected kindergarten enrollment will require one kindergarten classroom, one full-time kindergarten teacher and one teacher aide.

The present facility being used for kindergarten purposes is a steel pre-fab unit. It fails to meet kindergarten specifications and should not be used for the proposed kindergarten program. It is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided on a site near the present school. A kindergarten playground should be developed adjacent to the unit.

Oberammergau Dependents Schools

The Oberammergau American Elementary School is located in a housing area adjacent to the Army Base in Oberammergau.

The projected kindergarten enrollment at Oberammergau for the 1969-70 school year is expected to be approximately 25 pupils. This number will require one kindergarten classroom.

The Oberammergau elementary building was designed and built for elementary school purposes and one classroom was particularly designed for kindergarten use. It is quite adequate, except that the floor needs to be covered with asphalt vinyl tile. It is recommended that this classroom be used for the program and that a kindergarten playground be developed adjacent to it.

The principal of the Oberammergau school is also the principal of the Murnaw Elementary School. In Murnaw, grades 1-3 and a kindergarten are being provided in a barracks building. One kindergarten classroom would be required at the Murnaw center to house the projected enrollment of 15 pupils. The facilities for kindergarten use are completely inadequate. Both military and school personnel agree that new spaces need to be provided. It is possible that a French mess hall building will be made available for school purposes. If so, it can, with some remodeling and renovation, be made to serve as a kindergarten and early education center. However, due to the uncertainty of acquiring the mess hall facility and the lack of any other facilities which are adequate, it is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided on an available site as near the present elementary school as possible. A kindergarten playground should be developed adjacent to it.

The projected enrollment at Oberammergau and Murnaw will require one full-time kindergarten teacher and one teacher aide to serve the two centers.

Ulm Dependents Schools

The Ulm American Elementary School is located in a suburb immediately adjacent to Ulm, Germany. The school is attended by the children of U. S. Army, Department of Defense and other military related personnel stationed in the area. There are no unusual weather conditions which would require other than normal performance specifications for buildings.

The projected kindergarten enrollment for the Ulm School for 1969-70 is expected to be approximately 95 pupils, requiring two kindergarten classrooms.

The elementary building in the Ulm center was built and designed for elementary school purposes. As a part of that structure, three kindergarten classrooms are currently being used for private kindergartens and the third is being used as a playroom for kindergarten children. The rooms available are of adequate size and design to house the proposed program. Playground space is available and should be developed for kindergarten use.

Faculty requirements for the projected enrollment include two full-time kindergarten teachers and two teacher aides.

18. District X Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 818 pupils in Group I schools, District X, European Area, are categorized under four major classifications. Tables 76, 77, 78, and 79 identify requirements by classification and Table 80 summarizes the total estimated costs for the District.

Table 76 indicates a personnel requirement of 19 kindergarten teachers and 18 teacher aides at an estimated annual cost of $207,900.00.

Table 77 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 20 classrooms is $74,540.00.

Table 78 indicates that $47,194.00 will be required to provide the 20 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 18 classrooms from existing facilities and provision for two new kindergarten classroom units.

TABLE 76

Summary of Personnel Requirements and Estimated Costs for Personnel, District X, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Augsburg	232	5	$ 40,500.	5	$15,000.	$ 55,500.
Bad Aibling	20	1	8,100.	½	1,500.	9,600.
Bad Toelz	99	2	16,200.	2	6,000.	22,200.
Garmish	24	1	8,100.	½	1,500.	9,600.
Munich #1	200	4	32,400.	4	12,000.	44,400.
Munich #2	80	2	16,200.	2	6,000.	22,000.
Landshut	28	1	8,100.	1	3,000.	11,100.
Oberammergau	40	1	8,100.	1	3,000.	11,100.
Ulm	95	2	16,200.	2	6,000.	22,200.
TOTAL	818	19	$153,900.	18	$54,000.	$207,900.

Twelve kindergarten playground units will require development at a total estimated cost of $25,800.00, as indicated in Table 79.

Table 80 indicates that the estimated cost for District X for providing required kindergarten classroom personnel, equipment and instructional materials, 20 classroom facilities, and the development of needed playground areas totals $355,434.00.

19. District XI School Site Reports

Boeblingen Dependents Schools

*The Boeblingen Elementary School at Boeblingen, Germany, has a projected enrollment of 100 pupils for the kindergarten by 1967, which would require two classroom units. The required staff for the projected enrollment includes two full-time kindergarten teachers and two teacher aides. The climate of the area is moderate, with a high temperature of 80 degrees Fahrenheit and a low temperature of 24 degrees. The average precipitation of the area is about 26 inches per year. No unusual climatic conditions exist which require special performance specifications for construction.

The classrooms that are listed as being available for the program are located in a building that serves both as a school and as troop billets. The rooms are excessively small (approximately 550 square feet each) and are not considered adequate for kindergarten purposes.

There is a site available that measures 200 feet by 300 feet (6000 square feet) located directly across the street from the school. It is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be placed on this site and that a kindergarten playground be developed adjacent to the units.

Goeppingen Dependents Schools

*The Goeppingen Elementary School at Goeppingen, Germany, has a projected kindergarten enrollment of

TABLE 77

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District X, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Augsburg	232	5	$15,935.	$ 3,000.	$18,935.
Bad Aibling	20	1	3,187.	300.	3,487.
Bad Toelz	99	2	6,374.	1,200.	7,574.
Garmish	24	1	3,187.	300.	3,487.
Munich #1	200	4	12,748.	2,400.	15,148.
Munich #2	80	2	6,374.	1,200.	7,574.
Landshut	28	1	3,187.	600.	3,787.
Oberammergau	40	2	6,374.	600.	6,974.
Ulm	95	2	6,374.	1,200.	7,574.
TOTAL	818	20	$63,740.	$10,800.	$74,540.

[1] See Appendix C.

[2] See Appendix D.

TABLE 79

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District X, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment & Development Cost[1]
Augsburg	5	2	yes	$ 4,300.
Bad Aibling	1	1	yes	2,150.
Bad Toelz	2	1	yes	2,150.
Garmish	1	1	yes	2,150.
Munich #1	4	2	yes	4,300.
Munich #2	2	1	yes	2,150.
Landshut	1	1	yes[2]	2,150.
Oberammergau	2	2	yes	4,300.
Ulm	2	1	yes	2,150.
TOTAL	20	12		$25,800.

[1] See Appendix E.

[2] Subject to confirmation.

53 pupils for 1969. Two kindergarten classrooms will be required to house this number of pupils. There are no severe weather conditions that require special building specifications.

It was reported that 3 rooms could be made available for kindergartens. These rooms are extremely small (24' by 12') and are located on the second floor of the building currently used for kindergarten and youth club activities. The floors and walls are in need of repair. The lighting system needs to be replaced and the heating system needs to be repaired. In general, the location, size and condition of the classrooms make them undesirable for housing the proposed program.

A site, with a playground area, are available near the elementary school, and it is recommended that two relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on the site and that a kindergarten playground be developed adjacent to the facilities.

Personnel requirements for the projected kindergarten enrollment include two full-time kindergarten teachers and one and one-half teacher aides.

Heidelberg Dependents Schools

The Heidelberg Elementary School #1 is located in the Mark Twain Village in Heidelberg, Germany. The climate is moderate and does not require special building considerations. The enrollment pattern of the school indicates a potential of approximately 125 kindergarten pupils in 1969. Three kindergarten classroom units would be required to house this number of pupils.

Two rooms could be made available in the elementary school by remodeling the interior of three existing adjacent rooms, two of which are presently being used for a private kindergarten program. Modifications would include removing two existing interior walls separating the three rooms; installing a partition approximately half-way between end walls of the open area, thus making two rooms of adequate size, excluding rest room areas which are available at either end of the above area; and installing a ceiling of acoustical tile.

TABLE 80

Summary of Estimated Costs for Establishing Kindergarten Program in District X, European Area, DOD Overseas Dependents Schools - Group I

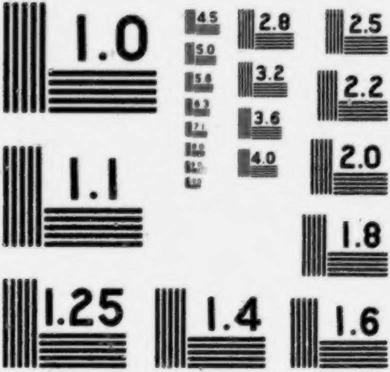
School	Projected Kdg. Enroll-ment, 1969	Number of Kdg. Class-rooms Required	Total Personnel Cost	Total Equip. & Instruc-tional Material Cost	Total Classroom Facility Cost	Total Play-ground Develop-ment Cost	Total Cost for Estab-lishing Kdg. Program
Augsburg	232	5	$ 55,500.	$18,935.	$	$ 4,300.	$ 78,735.
Bad Aibling	20	1	9,600.	3,487.		2,150.	15,237.
Bad Toelz	99	2	22,200.	7,574.		2,150.	31,924.
Garmish	24	1	9,600.	3,487.		2,150.	15,237.
Munich #1	200	4	44,400.	15,148.		4,300.	63,848.
Munich #2	80	2	22,200.	7,574.		2,150.	31,924.
Landshut	28	1	11,100.	3,787.	$23,472.	2,150.	40,509.
Oberammergau	40	2	11,100.	6,974.	23,722.	4,300.	46,096.
Ulm	95	2	22,200.	7,574.		2,150.	31,924.
TOTAL	818	20	$207,900.	$74,540.	$47,194.	$25,800.	$355,434.

TABLE 78

Summary of Facility Requirements and Estimated Costs of Facilities for District X, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Classrooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Classrooms[1]	Number of Relocatable Units or Equiv. Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Augsburg	5	5				
Bad Aibling	1	1				
Bad Toelz	2	2				
Garmish	1	1				
Munich #1	4	4				
Munich #2	2	2				
Landshut	1			1	$23,472.	$23,472.
Oberammergau	2	1	$250.	1	23,472.	23,722.
Ulm	2	2				
TOTAL	20	18	$250.	2	$46,944.	$47,194.

[1] See Appendix G


1.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0
10
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.8
1.1
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

It is recommended that, in addition to utilizing the previously mentioned modified classrooms, that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be installed on an available site north of the present elementary school. A kindergarten playground should be developed on the site to serve the three required classrooms.

Faculty requirements for the projected enrollment include three full-time kindergarten teachers and two and one-half teacher aides.

The Heidelberg Elementary School #2 is located in the Patrick Henry Village outside Heidelberg, Germany. The projected kindergarten enrollment for 1969 is approximately 233 pupils, which will require 5 kindergarten classroom units. There are no climatic donditions that necessitate special consideration in the construction of new facilities.

A private kindergarten program is currently being housed in the AYA building. Three rooms are being utilized for instructional purposes, plus a large all-purpose room (1650) square feet) that is used for play activities. This building is located on the same site as the elementary school but is not physically attached to it. A 5 room addition to the existing school planned for primary grade utilization will be completed by December, 1967.

Although some facilities are currently being utilized for kindergarten instruction, dimensions of the instructional areas and their type and design indicate that new facilities will be needed. There is an adequate site available for new facilities on the present school ground, either adjacent to or separate from the existing school. Therefore, it is the recommendation of the study that five relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on the available site adjacent to the school. Two kindergarten playgrounds will need to be developed adjacent to the facilities, since only a maximum of three classrooms can utilize a single kindergarten playground, as specified in Appendices B and E.

Personnel requirements for the kindergarten program include five full-time kindergarten teachers and five teacher aides to assist them.

Heilbronn Dependents Schools

*The Heilbronn American Elementary School is operated as part of a U. S. Army installation at Heilbronn, Germany. There are no climatic conditions that necessitate special consideration in the construction of new facilities.

The projected kindergarten enrollment for the Heilbronn School in 1969 is 116 children. Three kindergarten classrooms will be required. A kindergarten staff of three full-time kindergarten teachers and three teacher aides will be needed for the proposed program.

Three classrooms which presently house a private kindergarten could be made available in 1969. Minor modifications will be necessary for them to meet the required specifications. Due to their size, the maximum enrollment per session in any one of the three classrooms must be held to 20 pupils. It is recommended that the available classrooms, following modification, be utilized for the program. In addition, a kindergarten playground should be developed adjacent to or near the three units.

Karlsruhe Dependents Schools

*The Karlsruhe Elementary School is located at Karlsruhe, Germany in association with a U. S. Army installation. The projected kindergarten enrollment of 210 pupils for 1969 will require five classrooms. Four adequate classrooms will be available in 1969, according to local officials at the installation. It is recommended that the four available classrooms be utilized and that one relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided on a site adjacent to or near the available classrooms. In addition, two adequate kindergarten playgrounds should be developed adjacent to the four classrooms.

A kindergarten faculty of five full-time kindergarten teachers and four and one-half teacher aides will be required for the program.

Ludwigsburg Dependents Schools

*The Ludwigsburg American Elementary School is operated in conjunction with a U. S. Army installation at Ludwigsburg, Germany. The area has no unusual climatic conditions that would require special performance specifications for building construction.

The anticipated kindergarten enrollment for September, 1969 is 221 pupils. Five full-time kindergarten teachers and four and one-half teacher aides will be required for the program.

No adequate classrooms will be available for the proposed program in 1969 at the Ludwigsburg School. An adequate site is available near the East wing of the main school building, and it is recommended that five relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be installed on the site. Two kindergarten playgrounds should be developed adjacent to the classroom units.

Mannheim Dependents Schools

*The Mannheim Elementary School is operated in association with a U. S. Army installation at Mannheim, Germany. A kindergarten enrollment of 334 pupils is projected for the Mannheim School in September, 1969. Seven kindergarten classrooms will be required to house the projected enrollment. A staff of seven full-time kindergarten teachers and seven teacher aides will be needed.

Classrooms could be made available for the proposed program in 1969, but they do not meet minimum square footage requirements. It would be necessary to reduce the number of children per session and to operate two additional classrooms to house the enrollment. Over a period of years, the cost of operating the additional classrooms would not be justified. Therefore, it is recommended that seven relocatable kindergarten classrooms (See Appendix F) or equivalent permanent construction be provided on a site to be determined by local officials and adjacent to, or as near as possible to, the present elementary school.

Three kindergarten playgrounds will need to be developed adjacent to the units, since a kindergarten playground can adequately serve only three classrooms.

Nellingen Dependents Schools

*The Nellingen Elementary School is operated in conjunction with a U. S. Army installation at Nellingen, Germany. The projected kindergarten enrollment at this attendance center for September, 1969, is 72 children. Two full-time kindergarten teachers and two teacher aides will be required to serve the anticipated enrollment.

Two classrooms can be made available in 1969. These classrooms meet all minimum specifications excepting that of required square footage. However, the rooms are large enough to accommodate a maximum of 18 pupils per session. It is recommended that the two available classrooms be utilized for the program. However, if the total enrollment increases beyond 72 children, it will be necessary to add a third classroom. A kindergarten playground should be developed adjacent to the classrooms.

Schwaebisch Gmuend Dependents Schools

*The Schwaebisch Gmuend American Elementary School is located at Schwaebisch Gmuend, Germany. No unusual climatic conditions in the area affect normal specifications for buildings.

The projected kindergarten enrollment for September, 1969, is 44 children. One kindergarten classroom, one full-time kindergarten teacher and one teacher aide will be required for the program.

A classroom could be made available in a Bachelor Officer's Quarters, but the width of the area is only 12 feet, thus making it substandard. Therefore, it is recommended that a relocatable kindergarten classroom (See Appendix F) or equivalent permanent construction be provided on a site to be determined by local officials, adjacent to or as near the present elementary school as possible. A playground must be developed.

Stuttgart School

*The Stuttgart School, located in Stuttgart, Germany, serves the children of U. S. Government personnel assigned to this area, including those of the U. S. Army, the Department of Defense, and other governmental agencies. The climate is moderate, with a mean temperature of 50° Fahrenheit. No severe climatic conditions require special building considerations.

The projected kindergarten enrollment of the Stuttgart School by 1969 is 90 pupils, which would require two kindergarten classrooms of recommended size. It was reported that three classrooms would be available by 1969. These rooms are equal in area, with 665 square feet each, and are located on the second floor. A playground is shared with the primary grades on a rotating basis.

In view of the above limitation, it is recommended that two relocatable kindergarten classroom units (See Appendix F) or equivalent permanent construction be provided to house the kindergarten program. Two teachers and two teacher aides would be required.

Worms Dependents Schools

The Worms Elementary School is located on the U. S. Army Post at Worms, Germany. The potential enrollment of Kindergarten in 1969 is approximately 45 pupils. This will require one kindergarten classroom unit. Climatic conditions are such that no special considerations need be given to construction.

Currently, a private kindergarten is housed in a steel building that has been added to the main school building, and full utilization of service facilities has been realized. This unit contains less than the required minimum square footage for a kindergarten classroom, but will accommodate the anticipated enrollment if it is evenly distributed between two sessions. Restroom facilities are in close proximity to the classroom. Modifications needed to bring the unit to minimum specifications include extending water lines to the classroom, providing a sink and drinking fountain in the room, and covering walls with plaster board or some material with acoustical composition.

Upon completion of the needed modifications, it is recommended that the classroom be utilized to house the proposed program and that a kindergarten playground be developed adjacent to it.

One full-time kindergarten teacher and a teacher aide will be required to serve the projected enrollment.

20. European District XI Requirements

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 1,623 pupils in Group I schools, District XI, European Area, are categorized under four major classifications. Tables 81, 82, 83, and 84 identify requirements by classification and Table 85 summarizes the total estimated costs for the District.

Table 81 indicates a personnel requirement of 38 kindergarten teachers and 36 teacher aides at an estimated annual cost of $415,800.00.

Table 82 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 38 classrooms is $142,106.00.

Table 83 indicates that $612,572.00 will be required to provide the 38 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 12 classrooms from existing facilities and provision for 26 new kindergarten classroom units.

Seventeen kindergarten playground units will require development at a total estimated cost of $36,550.00, as indicated in Table 84.

Table 85 indicates that the estimated cost for District XI for providing required kindergarten classroom personnel, equipment and instructional materials, 38 classroom facilities, and the development of needed playground areas totals $1,207,028.00.

TABLE 81

Summary of Personnel Requirements and Costs of Personnel for District XI, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
Boeblingen	100	2	$ 16,200.	2	$ 6,000.	$22,200.
Goeppingen	53	2	16,200.	1½	4,500.	20,700.
Heidelberg #1	125	3	24,300.	2½	7,500.	31,800.
Heidelberg #2	233	5	40,500.	5	15,000.	55,500.
Heilbronn	116	3	24,300.	3	9,000.	33,300.
Karlsruhe	210	5	40,500.	4½	13,500.	54,000.
Ludwigsburg	221	5	40,500.	4½	13,500.	54,000.
Mannheim	334	7	56,700.	7	21,000.	77,700.
Nellingen	72	2	16,200.	2	6,000.	22,200.
Schwaebisch Gmuend	44	1	8,100.	1	3,000.	11,100.
Stuttgart	90	2	16,200.	2	6,000.	22,200.
Worms	45	1	8,100.	1	3,000.	11,100.
TOTAL	1,623	38	$307,800.	36	$108,000.	$415,800.

TABLE 82

Summary of Estimated Costs for Classroom Equipment and Instructional Materials for District XI, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Class- rooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instruc- tional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
Boeblingen	100	2	$ 6,374	$ 1,200.	$ 7,574.
Goeppingen	53	2	6,374.	900.	7,274.
Heidelberg #1	125	3	9,561.	1,500.	11,061.
Heidelberg #2	233	5	15,935.	3,000.	18,935.
Heilbronn	116	3	9,561.	1,500.	11,061.
Karlsruhe	210	5	15,935.	2,700.	18,635.
Ludwigsburg	221	5	15,935.	2,700.	18,635.
Mannheim	334	7	22,309.	4,200.	26,509.
Nellingen	72	2	6,374.	900.	7,274.
Schwaebisch Gmuend	44	1	3,187.	600.	3,787.
Stuttgart	90	2	6,374.	1,200.	7,574.
Worms	45	1	3,187.	600.	3,787.
TOTALS	1,623	38	$121,106.	$21,000.	$142,106.

[1] See Appendix C.

[2] See Appendix D.

TABLE 83

Summary of Facility Requirements and Estimated Costs of Facilities, District XI, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kdg. Class-rooms Required	Classrooms Available for Kdg.	Cost of Modification of Avail. Class-rooms[1]	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relo-catable Class-rooms	Total Cost of Classroom Facilities
Boeblingen	2			2	$ 46,944	$ 46,944.
Goeppingen	2			2	46,944.	46,944.
Heidelberg #1	3	2	$1,200.	1	23,472.	24,672.
Heidelberg #2	5			5	117,360.	117,360.
Heilbronn	3	3	350			350.
Karlsruhe	5	4		1	23,472.	23,472.
Ludwigsburg	5			5	117,360.	117,360.
Mannheim	7			7	164,304.	164,304.
Nellingen	2	2				
Schwaebisch Gmuend	1			1	23,472.	23,472.
Stuttgart	2			2	46,944.	46,944.
Worms	1	1	750.			750.
TOTALS	38	12	$2,300.	26	$610,272.	$612,572.

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[1] See Appendix G.

TABLE 84

Summary of Site Availability and Estimated Playground Development and Equipment Costs for District XI, European Area, DOD Overseas Dependents Schools - Group I

School	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Site Availability	Playground Equipment and Development Cost[1]
Boeblingen	2	1	yes	$ 2,150.
Goeppingen	2	1	yes	2,150.
Heidelberg #1	3	1	yes	2,150.
Heidelberg #2	5	2	yes	4,300.
Heilbronn	3	1	yes	2,150.
Karlsruhe	5	2	yes[2]	4,300.
Ludwigsburg	5	2	yes	4,300.
Mannheim	7	3	yes[2]	6,450.
Nellingen	2	1	yes	2,150.
Schwaebisch Gmuend	1	1	yes[2]	2,150.
Stuttgart	2	1	yes	2,150.
Worms	1	1	yes	2,150.
TOTALS	38	17		$36,550.

[1] See Appendix E.

[2] Subject to confirmation.

TABLE 85

Summary of Costs for Establishing Kindergarten Program in District XI, European Area, DOD Overseas Dependents Schools - Group I

School	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Total Personnel Cost	Tot. Equip. Instruc. tional Material Cost	Total Classroom Facility Cost	Total Playground Develop. Cost	Total Cost for Establishing Kdg. Prog.
Boeblingen	100	2	$ 22,200.	$ 7,574.	$ 46,944.	$ 2,150.	$ 78,868.
Goeppingen	53	2	20,700.	7,274.	46,944.	2,150.	77,068.
Heidelberg #1	125	3	31,800.	11,061.	24,672.	2,150.	69,683.
Heidelberg #2	233	5	55,500.	18,935.	117,360.	4,300.	196,095.
Heilbronn	116	3	33,300.	11,061.	350.	2,150.	46,861.
Karlsruhe	210	5	54,000.	18,635.	23,472.	4,300.	100,407.
Ludwigsburg	221	5	54,000.	18,635.	117,360.	4,300.	194,295.
Mannheim	334	7	77,700.	26,509.	164,304.	6,450.	274,963.
Nellingen	72	2	22,200.	7,274.		2,150.	31,624.
Schwaebisch Gmuend	44	1	11,100.	3,787.	23,472.	2,150.	40,509.
Stuttgart	90	2	22,200.	7,574.	46,944.	2,150.	78,868.
Worms	45	1	11,100.	3,787.	750.	2,150.	17,787.
TOTALS	1,623	38	$415,800.	$142,106.	$612,572.	$36,550.	$1,207,028.

21. European Area Requirements

Requirements for establishing kindergarten programs to serve the European Area projected kindergarten enrollment of 15,220 pupils in Group I schools, are categorized under four major classifications. Tables 86, 87, 88, and 89 identify requirements by classification and Table 90 summarizes the total estimated costs for the European Area.

Table 86 indicates a personnel requirement of 352 kindergarten teachers and 327 teacher aides at an estimated annual cost of $3,833,200.00.

Table 87 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 353 classrooms is $1,319,637.00.

Table 88 indicates that $6,398,746.00 will be required to provide the 353 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 79 classrooms from existing facilities and provision for 274 new kindergarten classroom units.

One hundred and sixty-six kindergarten playground units will require development at a total estimated cost of $356,900.00, as indicated in Table 89.

Table 90 indicates that the estimated cost for the European Area for providing required kindergarten classroom personnel, equipment and instructional materials, 353 classroom facilities, and the development of needed playground areas totals $11,909,483.00.

TABLE 86

Summary of Personnel Requirements and Costs of Personnel for the European Area, DOD Overseas Dependents Schools - Group I

District	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Teachers Required	Cost of Kdg. Teachers	Number of Teacher Aides Required	Cost of Teacher Aides	Total Personnel Cost
District I	1,178	26	$ 210,600.	24	$ 72,000.	$ 282,600.
District III	1,586	37	299,700.	34	102,000.	401,700.
District IV	923	23	186,300.	21	63,000.	249,300.
District V	868	21	170,100.	19½	58,500.	228,600.
District VI	2,102	47	380,700.	44½	133,500.	514,200.
District VII	1,441	35	283,500.	32	96,000.	379,500.
District VIII	2,610	60	486,000.	56½	169,500.	655,500.
District IX	2,071	46	372,600.	43½	130,500.	503,100.
District X	818	19	153,900.	18	54,000.	207,900.
District XI	1,623	38	307,800.	36	108,000.	415,800.
District XI						
TOTAL	15,220	352	$2,851,200.	329	$987,000.	$3,837,200.

TABLE 87

Summary of Costs for Classroom Equipment and Instructional Materials for the European Area, DOD Overseas Dependents Schools - Group I

District	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Cost of Classroom Equipment (Non-Expendable)[1]	Cost of Instructional Materials (Expendable)[2]	Total Cost of Classroom Equipment and Instructional Materials
District I	1,178	26	$ 82,862.	$ 14,400.	$ 97,262.
District III	1,586	37	117,919.	19,800.	137,719.
District IV	923	23	70,127.	12,000.	82,127.
District V	868	21	66,927.	11,400.	78,327.
District VI	2,102	47	149,789.	26,400.	176,189.
District VII	1,441	35	111,545.	19,200.	130,745.
District VIII	2,610	60	191,220.	32,400.	223,620.
District IX	2,071	46	146,602.	30,400.	177,002.
District X	818	20	63,740.	10,800.	74,540.
District XI	1,623	38	121,106.	21,000.	142,106.
TOTAL	15,220	353	$1,121,837.	$197,800.	$1,319,637.

[1] See Appendix C.

[2] See Appendix D.

TABLE 88

Summary of Facilities Requirements and Estimated Costs for the European Area, DOD Overseas Dependents Schools - Group I

District	Number of Kdg. Class-rooms Required	Classrooms Available for Kdg.	Cost of Modifi-cation of Avail. Class-rooms	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relo-catable Class-rooms	Total Cost of Classroom Facilities
District I	26			26	$ 610,272.	$ 610,272.
District III	37	1	$ 750.	36	844,992.	845,742.
District IV	23	2		21	472,774.	472,774.
District V	21	7	5,400.	14	328,608.	334,008.
District VI	47	10	5,700.	37	868,464.	876,164.
District VII	35	11	10,600.	24	563,328.	573,928.
District VIII	60	17	2,500.	43	966,552.	969,052.
District IX	46	1	800.	45	1,056,240.	1,057,040.
District X	20	18	250.	2	46,944.	47,194.
District XI	38	12	2,300.	26	610,272.	612,572.
TOTAL	353	79	$30,300.	274	$6,368,446.	$6,398,746.

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[1] See Appendix G.

TABLE 89

Summary of Site Availability and Playground Development and Equipment Costs for the European Area, DOD Overseas Dependents Schools - Group I

District	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Playground Equipment & Development Cost[1]
District I	26	11	$ 23,650.
District III	37	18	38,700.
District IV	23	10	21,500.
District V	21	10	21,500.
District VI	47	21	45,150.
District VII	35	19	40,850.
District VIII	60	27	58,050.
District IX	46	21	45,150.
District X	20	12	25,800.
District XI	38	17	36,550.
TOTAL	353	166	$356,900.

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[1] See Appendix E.

TABLE 90

Summary of Costs for Establishing Kindergarten Program in the European Area, DOD Overseas Dependents Schools - Group I

	Projected Kdg. Enroll- ment, 1969	Number of Kdg. Class- rooms Required	Total Personnel Cost	Total Equip. & Instruc- tional Material Cost	Total Classroom Facility Cost	Total Play- ground Develop- ment Cost	Total Cost for Estab- lishing the Kdg. Program
District I	1,178	26	$ 282,600.	$ 97,262.	$ 610,272.	$ 23,650.	$1,013,784.
District III	1,586	37	401,700.	137,719.	845,742.	38,700.	1,423,861.
District IV	923	23	249,300.	82,127.	472,774.	21,500.	825,701.
District V	868	21	228,600.	78,327.	334,008.	21,500.	662,435.
District VI	2,102	47	514,200.	176,189.	876,164.	45,150.	1,611,703.
District VII	1,441	35	375,500.	130,745.	573,928.	40,850.	1,121,023.
District VIII	2,610	60	655,500.	223,620.	969,052.	58,050.	1,906,222.
District IX	2,071	46	503,100.	177,002.	1,057,040.	45,150.	1,782,292.
District X	818	20	207,900.	74,540.	47,194.	25,800.	355,434.
District XI	1,623	38	415,800.	142,106.	612,572.	36,550.	1,207,028.
TOTAL	15,220	353	$3,834,200.	$1,319,637.	$6,398,746.	$356,900.	$11,909,483.

E. Schools with Small Enrollments

Department of Defense Overseas Dependents Schools with projected kindergarten enrollments of less than 20 pupils for Autumn, 1969, were classified in Group II, "Schools with Small Enrollments", for purposes of this report. It is not generally recommended that a kindergarten unit be established on these locations, although conditions on specific sites may support another course of action. Suggested ways for providing kindergarten education within the existing educational structure on these sites were made in the Preliminary Statement to Chapter VI of this report. It is anticipated that the recommended annual $15.00 per capita allowance for expendable instructional materials and supplies, in addition to the basic per pupil allocation authorized for elementary children, will support the program in most situations where no special kindergarten classroom is maintained and no additional teacher is employed.

Requirements for schools within this classification are reported in Table 91, Pacific Area Requirements, and Table 92, European Area Requirements. Available data indicate that no Group II schools exist in the Atlantic Area. Estimated costs for Group II schools are included within total requirements for establishing kindergartens in the DOD Overseas Dependents Schools.

1. Pacific Area Requirements

The cost requirement for establishing a kindergarten program to serve the projected kindergarten enrollment of 40 pupils in Group II schools, Pacific Area is $600.00.

2. European Area Requirements

The cost requirement for establishing a kindergarten program to serve the projected kindergarten enrollment of 167 pupils in Group II schools, European Area is $2,505.00.

TABLE 92 (cont.)

Summary of Costs for Instructional Materials for European Area, DOD Overseas Dependents Schools - Group II

School and District	Projected Kindergarten Enrollment 1969	Cost of Instructional Materials[1]
District X		
Berchtesgaden, Germany	7	$ 105.00
Munich, Dachau, Germany	16	240.00
TOTALS	167	$2,505.00

[1] $15.00 per capita

TABLE 91

Summary of Costs for Instructional Materials for Pacific Area, DOD Overseas Dependents Schools - Group II

School and District	Projected Kindergarten Enrollment, 1969	Cost of Instructional Materials
District III		
Luce, Taiwan	15	$225.00
Washington, Taiwan	14	210.00
District III		
Chinhae, Korea	11	165.00
TOTAL	40	$600.00

[1] $15.00 per capita

TABLE 92

Summary of Costs for Instructional Materials for European Area, DOD Overseas Dependents Schools - Group II

School and District	Projected Kindergarten Enrollment 1969	Cost of Instructional Materials[1]
District III		
Chelveston, England	14	$ 210.00
District IV		
Manzarali, Turkey	12	180.00
District V		
Rimini, Italy	6	90.00
District VI		
Bueren, Germany	8	120.00
District VII		
Regensburg, Germany	13	195.00
District VIII		
Buechel, Germany	12	180.00
Copenhagen, Denmark	9	135.00
Delmenhorst, Germany	10	150.00
Eindoven, Netherlands	11	165.00
Kerpen, Germany	5	75.00
Kleine Broegel, Belgium	11	165.00
Soegel, Germany	6	90.00
Todendorf, Germany	6	90.00
Wunstorf, Germany	3	45.00
Zwolle, Netherlands	3	45.00
District IX		
Weierhof, Germany	15	225.00

300

F. Compilation of Total Requirements and Estimated Costs

Requirements for establishing kindergarten programs to serve the projected kindergarten enrollment of 23,607 pupils in the Total DOD Overseas Dependents Schools are categorized under four major classifications. Tables 93, 94, 95, and 96 identify requirements by classification and Table 97 summarizes the total estimated costs for adding kindergartens to the Overseas Dependents Schools program.

Table 93 indicates a personnel requirement of 525 kindergarten teachers and 496½ teacher aides at an estimated cost of $5,878,500.

Table 94 indicates that the total estimated cost of recommended classroom equipment and instructional material required for 526 classrooms is $1,976,384.00.

Table 95 indicates that $9,544,578.00 will be required to provide the 526 classrooms needed to serve the projected kindergarten enrollment. This amount includes the development of 120 classrooms from existing facilities and provision for 406 new kindergarten classroom units.

Two-hundred and thirty-three kindergarten playground units will require development at a total estimated cost of $500,950.00, as indicated in Table 96.

Table 97 indicates that the estimated cost to the total Overseas Dependents Schools for providing required kindergarten classroom personnel, equipment and instructional materials, 526 classroom facilities, and the development of needed playground areas totals $17,900,412.00.

TABLE 93

Summary of Personnel Requirements and Costs of Personnel for Total DOD Overseas Dependents Schools

Area	Projected Kdg. Enrollment, 1969	Number of Kdg. Teachers Required	Cost of Kindergarten Teachers	Number of Teacher Aides	Cost of Teacher Aides	Total Personnel Cost
Pacific Group I	7,310	154	$1,383,900.	149½	$ 448,500.	$1,832,400.
Atlantic Group I	870	19	153,900.	18	54,000.	207,900.
European Group I	15,220	352	2,851,200.	329	987,000.	3,838,200.
Pacific Group II	40					
European Group II	167					
TOTAL	23,607	525	$4,389,000.	496½	$1,489,500.	$5,878,500.

TABLE 94

Summary of Costs for Classroom Equipment and Instructional Materials for Total DOD Overseas Dependents Schools

Area	Projected Kdg. Enroll-ment, 1969	Number of Kindergarten Classrooms Required	Cost of Classroom Equipment	Cost of Instructional Materials	Total Cost of Classroom Equipment and Instructional Materials
Pacific Group I	7,310	154	$ 493,789.	$ 88,500.	$ 582,289.
Atlantic Group I	870	19	60,553.	10,800.	71,353.
European Group I	15,220	353	1,121,837.	197,800.	1,319,637.
Pacific Group II	40			600.	600.
European Group II	167			2,505.	2,505.
TOTAL	23,607	526	$1,676,179.	$300,205.	$1,976,384.

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TABLE 96

Summary of Playground Development and Equipment Costs for Total DOD Overseas Dependents Schools

Area	Number of Kindergarten Classrooms Required	Number of Kindergarten Playgrounds Required	Playground Equipment and Development Cost
Pacific Group I	154	58	$124,700.00
Atlantic Group I	19	9	19,350.00
European Group I	353	166	356,900.00
Pacific Group II			
European Group II			
TOTALS	526	233	$500,950.00

VII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Department of Defense maintains an Overseas Dependents Schools system serving approximately 163,000 American children of military and civilian personnel in 310 schools in the Atlantic, European, and Pacific Areas. In continuation of a policy aimed at providing educational programs equal to those available within the 50 states, the Department of Defense initiated a study to determine requirements and costs for adding kindergarten as an integral part of its schools. Ball State University, Muncie, Indiana, was awarded the contract to conduct the study under auspices of the Bureau of Research, U. S. Office of Education, with funds provided by the Department of Health, Education and Welfare.

To determine educational and logistic requirements for establishing public kindergarten education for the 24,000 five-year-olds projected for Overseas Dependents Schools in Autumn, 1969, the Ball State survey team agreed to collect information and to prepare recommendations relative to:

1. Requirements for professional and paraprofessional personnel to staff programs for Overseas Dependents Schools.

2. Requirements for facilities to house programs for Overseas Dependents Schools.

3. Requirements for equipment and educational materials to supply programs for Overseas Dependents Schools.

4. Guidelines for a kindergarten curriculum for Overseas Dependents Schools.

5. Cost estimates of the above logistic requirements.

At a time when over 2,640,000 five-year-old children attend school in the United States and all fifty states endorse the principle of support for kindergarten as part of a public system of education, the action of the Department of Defense to initiate a study of requirements for establishing kindergartens in Overseas Dependents schools appears justified. A basic democratic concept supports provision of equal educational opportunity for all citizens. Five-year-old children of parents located on overseas sites of the Department of Defense currently do not attend publicly supported kindergartens, although a large percentage of them would have enjoyed this privilege in their home states.

A substantial fund of research evidence indicates that a year of schooling prior to first grade yields positive results in areas of academic, personal, social, mental and physical achievement. A rationale supporting kindergartens in Overseas Dependents Schools includes democratic, educational, psychological, sociological and physiological considerations supported by a steady rise in numbers of five-year-olds enrolled in kindergartens within the fifty United States.

To satisfy requirements established in objectives of this study, one group of Ball State University personnel developed guidelines for curricula and personnel for Overseas Dependents Schools, while another team collected information on sites, facilities and equipment.

Emphases and suggested practices to guide professional personnel in developing a curricula appropriate for kindergartens located in the widely dispersed schools of the Department of Defense were based upon educational needs of five-year-olds. Curriculum was defined as the total experience a child has in school. The daily schedule was interpreted as the vehicle through which the curriculum is effected. Both the curriculum and the daily schedule for kindergartens in Overseas Dependents Schools were adapted to reflect the developmental and educational potentials of young children and recognition of the unique integrity of kindergarten in the public school system. The recommended program orientation was American in emphasis, although enrichment from a complementary foreign culture was encouraged. Suggestions for implementing a kindergarten program were followed by recommendations on instructional resources, including children's books, audio-visual aids, professional references for teachers, equipment and supplies. Specifications and cost estimates of non-expendable materials were appended to the report.

Qualifications of kindergarten teachers for Overseas Dependents Schools were defined in personal as well as professional terms. The significance of kindergarten education as the foundation upon which all subsequent schooling and cooperative relationships with parents are based requires that kindergarten teachers possess qualifications commensurate to those at other educational levels. In addition, they must be especially prepared to work with young children. Necessary supporting personnel include educational specialists, nurses, doctors, administrators, custodians, and para-professional teacher aides. A full-time kindergarten teacher and an aide were recommended for each kindergarten classroom serving two groups of twenty-five children daily.

To gather data on available, adaptable, and required new sites and facilities for kindergarten classrooms on overseas locations of Department of Defense Schools, a comprehensive questionnaire was sent to the chief administrator of each Overseas Dependents School. Data on facilities requirements and kindergarten enrollment projections gathered from these sources were substantiated by on-site visitations to 88 schools and through assistance from the Directorate of Dependents Education, Department of Defense.

Narrative reports described requirements for establishing kindergartens on Overseas Dependents School sites with potential kindergarten enrollment. Data on individual schools were summarized in tabular form by districts to show projected kindergarten enrollments for 1969, number of classrooms required, number of teachers and teacher aides required and cost, number of available and adequate classrooms, number of available and modifiable classrooms with cost estimates, number of additional classrooms needed and estimated costs, number of playgrounds needed and costs for developing them, site availability, and estimated costs of non-expendable and expendable equipment and materials. District reports were collated into tables showing requirements for establishing kindergartens within the Pacific, Atlantic and European areas. Special attention was given to school sites with insufficient projected school enrollment to justify a kindergarten unit. A final tabulation summarized requirements and cost estimates for adding a year of kindergarten to the educational program in the Department of Defense Overseas Dependents Schools.

Conclusions and recommendations included in this report were based on data and information obtained from a variety of sources. To the degree that these sources were correct and complete, that data were interpreted accurately by the survey team, that economic trends remain relatively constant, and that kindergarten enrollment projections by the Department of Defense are achieved, this report offers a valid basis for making judgments about establishment of kindergarten as an integral part of the educational program in DOD Overseas Dependents Schools. Should conditions unforeseeable at this time seriously modify circumstances on a given installation, the best judgment of professional educators on the site should be sought and followed.

The following recommendations relative to objectives of this study are submitted by the survey team to the Department of Defense and the Department of Health, Education and Welfare:

1. Kindergarten education should become an integral part of the total program of the Department of Defense Overseas Dependents Schools.

2. Financial support for kindergartens in the Overseas Dependents Schools should come from newly appropriated funds designated for this purpose and not from allocations already made to the military departments for the operation of Overseas Dependents Schools.

3. Specifications and recommendations included in this report relative to kindergarten programs, personnel, sites, facilities, furniture, equipment, materials and supplies for establishing kindergartens in Overseas Dependents Schools should be accepted as essential to implementation of an educational program for five-year-old children.

4. Cost estimates projected in this report should be regarded as valid and reflective of realistic appraisals of needs and costs as currently reported.

5. To make kindergarten an integral part of the educational program in Overseas Dependents Schools, administration of this unit should be placed under the jurisdiction of the elementary school principal responsible for the attendance area, with appropriate consideration being given to his expanded responsibilities.

6. Kindergarten teachers employed in the United States for Overseas Dependents Schools should have a two-week (minimum) program devoted to professional orientation to their assignments, including familiarization with the program and special conditions relevant to working on a DOD installation in a foreign setting.

7. If it is impossible, because of funding or administrative problems, to establish kindergartens simultaneously on all overseas school sites maintained by the Department of Defense, implementation of recommendations in this report should be achieved gradually by locations, districts or areas, rather than by compromising quality.

TABLE 97

Summary of Costs for Establishing Kindergarten Program in Total DOD Dependents Schools

Area	Projected Kdg. Enrollment, 1969	Number of Kdg. Classrooms Required	Total Personnel Cost	Total Equip. & Instructional Material Cost	Total Classroom Facility Cost	Total Playground Development Cost	Total Cost for Establishing Kindergarten Program
Pacific Group I	7,310	154	$1,832,400.	$ 582,289.	$2,767,552.	$124,700.	$ 5,306,941.
Atlantic Group I	870	19	207,900.	71,353.	378,280.	19,350.	676,883.
European Group I	15,220	353	3,838,200.	1,319,637.	6,398,746.	356,900.	11,913,483.
Pacific Group II	40			600.			600.
European Group II	167			2,505.			2,505.
TOTALS	23,607	526	$5,878,500.	$1,976,384.	$9,544,578.	$500,950.	$17,900,412.

BALL STATE UNIVERSITY
TEACHERS COLLEGE
MUNCIE, INDIANA

HEW RESEARCH PROJECT

A Study of the Requirements for Establishing Kindergarten as part of the Department of Defense Overseas Dependents Schools

QUESTIONNAIRE FOR GATHERING DATA

SECTION I

1. Name of School______________________________

2. A. P. O. #______________________________

3. Name of Official Completing Questionnaire__________

4. Position or Title of Official Completing Questionnaire______________________________

5. The mean temperature of the geographical area in which your school serves is _____. Approximate high______________Approximate low______________

6. The mean precipitation of the geographical area in which your school serves is______________.

7. Please describe briefly any extreme or violent weather conditions which must be considered in building construction. If there are special requirements in terms of building stress, etc., please note:

____

____

GUIDELINES FOR KINDERGARTEN STUDY

The following guidelines or specifications for kindergarten may assist you in completing the questionnaire.

APPENDIX A

TABLE 95

Summary of Facilities Requirements and Estimated Costs for Total DOD Overseas Dependents Schools

Area	Number of Kdg. Class-rooms Required	Class-rooms Available for Kdg.	Cost of Modifi-cation of Avail. Classrooms	Number of Relocatable Units or Equivalent Permanent Classrooms Needed	Cost of Relocatable Classrooms	Total Cost of Classroom Facilities
Pacific Group I	154	37	$21,700.	117	$2,745,852.	$2,767,552.
Atlantic Group I	19	4	25,000.	15	353,280.	378,280.
European Group I	353	79	30,300.	274	6,368,446.	6,398,746.
Pacific Group II						
European Group II						
TOTAL	526	120	$77,000.	406	$9,467,578.	$9,544,578.

SECTION II

1. A. Type of existing building(s) in which classrooms might be available for kindergarten (check):

(a) Wood frame___ (b) Steel frame___ (c) Brick veneer over masonry___ (d) Concrete___
(e) Quonset___ (f) Other (Please Specify)
____

B. For what is (are) the building(s) currently being used?________________________________

2. A. Is the interior of the existing building(s) divided into classrooms? Yes___ No____ If yes, please respond to part B of this question.

B. Dimensions of each of the above classrooms that might be available for kindergarten use. (If other than rectangular in shape, please describe briefly and/or include rough sketch.)

(a) Length____ Width____ (b) L_____ W_______
(c) L_______ W______ (d) L_______ W________
(e) L_________ W______

3. How many of the above classrooms in available facilities are (a) ground level or 1st floor?_____
(b) 2nd floor?______ (c) other (please specify)
____

4. A. Type of floors (check):

(a) Concrete_____ (b) Wood_____ (c) Vinyl_____
(d) Other (Please specify):___________________

B. Condition of floors (check):

(a) Adequate as are____ (b) Need repair____
(c) Need replacement____

C. If repair is needed, state nature of repair___
____

5. A. Interior classroom walls (check):

(a) Plaster____ (b) Concrete block____

(c) Dry wall____ (d) Ceramic tile____
(e) Wood panel____ (f) Other (please specify):

____

____

B. Condition of interior walls (check):

(a) Adequate as are____ (b) Need repair____
(d) Need replacement____

C. If interior wall repair is necessary, state nature of repair____________________________

6. A. Type of classroom ceilings (check):

(a) Plaster____ (b) Concrete block____
(c) Acoustical composition____ (d) Concrete___
(e) Dry wall____ (f) Other (Please specify):

____

B. Condition of classroom ceilings (check):

(a) Adequate as are____ (b) Need repair____
(c) Need replacement____

C. If ceilings need repair, state nature of repair____

7. A. Type of lighting in the classroom (check):

(a) Incandescent____ (b) Fluorescent____
(c) Number of lighting units or fixtures per classroom_____

B. Condition of lighting (check):

(a) Adequate as is____ (b) Needs repair____
(c) Needs replacement____

C. If classroom lighting needs repair, state nature of repair____________________________

8. A. Is adequate water supply available? Yes____ No____

B. Are rest-room facilities available (a) within classrooms? Yes____ No____ (b) within 150 feet of the classrooms? Yes____ No____ (c) If neither, distance to nearest rest-room facility

____

1. THE ESTIMATED NUMBER OF POTENTIAL KINDERGARTEN PUPILS AT YOUR ELEMENTARY SCHOOL IN SEPTEMBER, 1969, IS________________________________.

2. ASSUMING THAT ONE CLASSROOM CAN ACCOMMODATE FIFTY KINDERGARTEN PUPILS PER DAY, YOU WOULD NEED A MINIMUM OF____________CLASSROOMS TO HOUSE THE KINDERGARTEN PROGRAM IN YOUR SCHOOL.

   (Kindergarten classes typically meet for one-half day. Therefore, one classroom could accommodate a maximum of fifty pupils per day with twenty-five students in the morning and twenty-five students in the afternoon classes.)

3. Each kindergarten classroom should have a minimum of 1250 square feet or 50 square feet per pupil. If you have a classroom that might be used for kindergarten with some renovation or modification but it does not meet minimum footage requirements, include this classroom in your responses.

4. The following are recommendations for various furnishings and equipment:

   a. Height of drinking fountains, counter-tops, and wash basins - 24".
   b. Height of toilets to seats - 12" to 16".
   c. Bookshelves and pupil storage areas accessible for student use should not be over 40" in height.

INSTRUCTIONS

1. If you have adequate facilities which are or could be made available by September, 1969, please complete Section II.

2. If you have facilities that, with modification, could be available for kindergarten by September, 1969, please complete Section II.

3. If some facilities would be available but additional facilities or new facilities would be required to house the entire estimated kindergarten enrollment above, please complete both Section II and Section III.

4. If you have no facilities or none that could be made available by September, 1969, please complete only Section III.

C. Are adequate (see specifications above) drinking fountains and sinks located (a) within classrooms? Yes____ No____ (b) within 150 feet of the classrooms? Yes____ No____ (c) If neither, distance to nearest facility______________

9. A. Type of heating plant in the building(s) is (check):

(a) Oil fired____ (b) Gas fired____ (c) Electric____ (d) Coal fired____ (e) Other (Please specify):______________________________________

B. Method of heat distribution is (check):

(a) Forced air____ (b) Hot water____ (c) Steam _____ (d) Other (please specify):____________

C. Condition of heating system (check):

(a) Adequate as is____ (b) Needs repair____ (c) Needs replacement____

D. If heating plant repair is needed, state nature of repair______________________________

10. A. Is(are) building(s) mechanically cooled, ventilated, or air-conditioned? Yes____ No____

11. What type of storage space is available within the classroom(s) which would be adequate for kindergarten use (see specifications in first part of this questionnaire)? (Check each available type):

(a) Fixed - Cabinets_____
Closets______
Bookshelves__
Lockers______
Wardrobes____
Others (please specify)____
____
____
____

(b) Movable - Cabinets__
Bookshelves__
Lockers___
Wardrobes___
Others (please specify)____
____
____
____
____

12. Are the following interior accessories available? (Check):

(a) Chalkboard (at least 4 linear feet) Yes____ No____
(b) Tackboard (at least 8 linear feet) Yes____ No____
(c) Number of live electrical outlets available per room________

13. Number of exits available per room:

(a) Direct exterior exits____ (b) Exterior exits by way of corridors____ (c) Exits into other teaching rooms____

14. Is site available for playground in close proximity (within 150 feet) of proposed kindergarten facility which could be utilized exclusively for kindergarten activity? Yes____ No____ If yes, please indicate type of playground surface (check):

(a) Asphalt____ (b) Concrete____ (c) Gravel____
(d) Dirt or grass____

SECTION III

(Respond to this section if

1. There are no classrooms available now and none that can be made available for kindergarten use by September, 1969.
2. The anticipated enrollment will be so large as to require facilities in addition to those that might be made available.)

1. Is there a site available for a new structure? Yes____ No____ If yes, what is approximate size of available site?________________________

2. Relationship of this site to the present elementary school buildings:

(a) Direction from______________________________
(b) Approximate distance from____________________

SECTION IV

If you have any additional information or comments which you feel would be of assistance to us in completing the study, please respond below.

APPENDIX B

EDUCATIONAL SPECIFICATIONS FOR A KINDERGARTEN CLASSROOM

Educational trends and innovations in instructional procedures have led to intensive and critical analysis in the areas of school plant planning and design. It is no longer sufficient to erect a structure for educational purposes that contains a series of rooms on either side of a corridor, purchase desks and textbooks, employ a teacher for the room, and assume that an educational program of high quality will evolve. Many school plants, in fact, have been restrictive influences in the implementation of sound curricular innovations because of a lack of planning and imagination in building design. The real basis for planning a school facility can be summed up in the principle that form follows function. In essence, development of the curriculum precedes the planning of facilities to house the educational activities.

The task of developing educational specifications for a kindergarten classroom revolves around a detailed description of the types of educational activities in which kindergarten children actively participate as part of a planned curriculum. The kindergarten classroom is conceived of as more than just "space" where the teacher teaches and the children learn. Activities of kindergarten children are diversified, and modern educational thought encourages provision of a facility which permits a variety of learning situations where pupils may explore, question, and assimilate their experiences in a directed program. A classroom for young children cannot be permitted to consist of a rigid, formalized, information-giving type of environment. The nature and needs of five-year-olds require a classroom adapted to their level of maturity and the ways they learn.

The following specifications are recommended in the planning of a kindergarten facility.

Space Requirements

The primary consideration in planning a kindergarten classroom centers on provision of adequate space to house the instructional program. One of the more acceptable means of expressing the spatial requirements is in terms of square footage. The Council on Schoolhouse Construction makes the following statement:

> The kindergarten room to many educators and lay leaders is just another general elementary classroom; and that assumption may be correct where the elementary schools are organized, for example, on the K-6 or K-8 plan of instruction. In such organizations it is sometimes known as the beginner's room. Yet, because of the activities carried on and equipment and materials required, the kindergarten room is something special to school planners and designers. To understand why it is special, one only needs to take a look at the five-year-old child and the program he follows in school. Adequate space is a most crucial feature in the classroom for young children. Those who study groups and spatial requirements seem to agree that each kindergarten child needs about about 50 square feet of floor area. (10:44)

Headley gives further support to the above statement with the following recommendations.

> From fifty to sixty square feet of floor space is needed per child. In estimating available floor space, it is not unusual to overlook the fact that cabinets, counter, library shelves, tables and chairs, a piano, and other pieces of furniture and equipment will occupy much floor space. The estimated floor area should exclude locker and washroom space. All this means that in a kindergarten room to be used by twenty-four children there should be between 1,200 and 1,500 square feet of floor space exclusive of washroom and locker areas. A room slightly longer than it is wide is somewhat less formal looking than a square room, and it seems easier to divide such an elongated room into interesting units. (7:79)

Recommendations on square footage of floor space must be considered in the context of numbers of pupils and dimensions of the room. Typically, kindergarten programs are organized on a half-day basis of approximately 2½ to 3 hours per session. It is recommended that each session be limited to a maximum enrollment of 25 pupils. On this basis one kindergarten room could adequately accommodate 50 pupils a day. The requirement of 50 square feet per pupil prescribes a total area of 1250 square feet for the kindergarten classroom. The diversity of activities in the kindergarten program indicates that a rectangular room best meets the requirements of interior flexibility. The minimum width of the room should be 26 feet, resulting in a length of approximately 48 feet maximum. However, ease of supervision is enhanced and greater flexibility results when the instructional space is designed with length and width more comparable in dimension but maintaining rectangular proportions.

Artificial Illumination

The many visual tasks performed by kindergarten children during the school day require attention to illumination, brightness, glare, shadows, color and other relevant factors. These children work individually and in groups, at easels and at chalkboards, on the floor and at tables, in the center of the room and in screened off areas. Every section of the room must be properly lighted to accommodate the flexible program and the use of many kinds of materials and equipment.

The American Standard Guide for School Lighting refers to the following principles for providing a comfortable and efficient visual environment:

(1) Any school lighting system should be designed in such a manner that it will contribute to a cheerful, friendly and esthetically pleasing environment.

(2) Under optimum conditions for visual comfort and efficiency, the brightness of the task should be equal to or slightly greater than the brightness of the entire visual environment. (1:10)

The problem of direct glare can virtually be eliminated by using 30-100 foot candle fluorescent installations, if the wall and ceiling reflectancies are in conformity with the requirements below and the luminaries fall within the maximum and minimum standards.

Table 2 -- Recommended Surface Reflectancies for Schools

Ceiling	70-90%
Walls	40-60%
Chalkboards	up to 20%
Deck	35-50%
Floor	30-50%

(10:126)

Thermal Environment

The purpose of this section of the educational specifications is not to suggest types of heating and venting systems or methods of heat distribution. In many instances where additions to existing buildings could and will utilize existing service facilities, there would be little gained in suggesting a different type of heating system. Adequate and efficient heating and venting systems can usually be designed to utilize almost any available fuel or energy source.

One of the basic requirements in thermal control is that it be uniform. The fact that many activities of the kindergarten are conducted on the floor dictates the need for maintaining a room and floor temperature within the comfort zone and a circulation system which is relatively free from drafts. The controlling unit must be out of reach of children and should have some protective device to reduce the possibility of controls adjustments being made by unauthorized personnel.

Provision for air conditioning in schools is recommended in geographical settings where high temperatures are common. In tropical settings, utilization of the kindergarten facility in the afternoon mandates such equipment.

Interior Materials and Decor

The interior of the kindergarten classroom must be given special consideration, with attention directed toward the esthetic as well as the functional aspects of the decor. As stated in the NCSC Guide for Planning School Plants:

> The planner should be interested in creating a room that will stimulate the child's imagination, a room of simple, free-flowing lines, with

> natural materials and an absence of ostentation. A kindergarten room must talk to children. It must be challenging and enchanting, and simultaneously provide freedom of movement for the restless, active child and permit the solitary child to work uninterrupted. (10:44)

Ceilings

The variety of activities being engaged in by children in a kindergarten require materials that control the sonic environment. Ceilings of kindergarten classrooms should be covered with a sound-absorbing material that effectively reduces reverberations within the room. Young children cannot engage in group and individual projects without increasing the noise level substantially. However, with careful selection of the ceiling covering, the sonic environment of the room can be controlled.

Other factors to be considered when designing the ceiling of a kindergarten are:

1. Light reflection (see section on lighting, above)
2. Ease of cleaning and maintenance
3. Ease of replacement and repair
4. Height (adequate for good circulation of air)

Walls

Interior walls of a kindergarten classroom need to be attractively decorated with harmonious colors. Children respond to and are stimulated by bright colors. The composition of the walls should be of materials that are easily cleaned and maintained. It is recommended that about sixteen linear feet of enamel, magnetic, ferrous metal chalkboard be provided with part of it at the level that children can use. Consideration should be given to installing units that can be adjusted to varying heights to allow both pupil and teacher usage without inconvenience to either. Some portable chalkboards may be used, thus saving wall space. Units should be installed about 24 inches from the floor.

At least twenty-four linear feet of tackboard should be provided in each kindergarten room for display of children's work, illustrative material, posters, etc. In addition, another eight linear feet of pegboard would be most desirable. Display areas

1.	Toilet seats	12"
2.	Drinking fountains	24"
3.	Work Sink (18" x 24" x 8")	24"
4.	Counter tops	24"
5.	Soap and Towel Dispensers	30"
6.	Mirror	30"

Room Exits and Windows

Permanently constructed kindergarten rooms should have a minimum of three exits, with at least one of them leading directly outside. Portable classroom units should have two exterior doors. All doors should open away from the interior of the room and be equipped with a panic bar. Interior doors should have security hardware that would allow a person to release the locking device from inside the room and be designed with a two-way vision glass panel.

One wall of the kindergarten room should be fenestrated, with the lower casing of the windows being 24" to 30" from the floor. External light should be controllable by the use of drapes, shades, venetian blinds, or aluminum single jalousie windows.

Storage

Most storage units in the kindergarten classroom should be movable, thus providing maximum flexibility. Accommodations for children's wearing apparel should be located near an exit and should be well vented, if enclosed. The hardware for hanging coats, sweaters, etc. should be recessed, as a safety factor, and should be placed at a heightof about 36 inches. Areas for storing outdoor footwear need to be covered with water resistant material.

Kindergarten Playground

The kindergarten playground should be a private, fenced-in area which is directly accessible to the classroom. The outdoor play space should approximate 100 square feet per child (7:98) and consist of three areas, including a roofed patio with an all-weather surface, a resilient surfaced area (sand, shavings, or tanbark) under fixed playground apparatus, and a grassy, garden area. The dimensions of the playground should not exceed a size that can be well supervised by one individual. A storage unit for outdoor play equipment, wheeled vehicles and toys is necessary. Fixed playground installations may include a slide, swings, sculptured play equipment, climbing apparatus, a balance beam, and a turning bar. Space for digging, sandbox play, skipping, jumping, use of wheeled toys and group games should be available.

Resources on Educational Specifications for a Kindergarten Classroom

American Standard Guide for School Lighting, American Institute of Architects Illuminating Engineering Society National Council on Schoolhouse Construction (New York, Illuminating Engineering Society, 1962).

Boles, Harold W., Step by Step to Better School Facilities (New York, Holt, Rinehart and Winston, Inc., 1965.

Engelhardt, N. L., Engelhardt, N. L., Jr., and Leggett, Stanton, Planning Elementary School Buildings (New York, F. W. Dodge Corporation, 1953).

Headley, Neith E., Foster and Headley"s Education in the Kindergarten; 4th edition, American Book Company, New York, 1966.

MacConnell, James D., Planning for School Buildings (New Jersey, Prentice-Hall, 1957).

Planning America's School Buildings, American Association of School Administrators (Washington, D. C., American Association of School Administrators, 1960).

NCSC Guide for Planning School Plants, National Council on Schoolhouse Construction (Michigan, National Council on Schoolhouse Construction, 1964).

APPENDIX C

KINDERGARTEN FURNITURE AND EQUIPMENT
NON-EXPENDABLE

		Estimated Cost
1.	8 tables 30" x 60" -- adjustable from 20" to 24" heights ($40.00 per unit)	$320.00
2.	2 tables 24" x 36" -- adjustable from 20" to 24" heights ($40.00 per unit)	80.00
3.	30 children's chairs of the following heights: six 10" chairs twelve 12" chairs twelve 14" chairs ($8.00 per unit)	240.00
4.	1 teacher's desk, double pedestal, 60" x 30" and chair	150.00
5.	1 5-drawer filing cabinet	75.00
6.	6 adult chairs ($12.00 per unit)	72.00
7.	1 piano (upright)	600.00
8.	1 cabinet for accessible art materials (paper, paint and brushes, crayons, clay, etc.)	75.00
9.	1 storage cabinet 36" x 33" x 24" with movable shelves for storage of instructional materials and supplies	75.00
10.	1 record player, three speed	60.00
11.	1 tape recorder	150.00
12.	1 slide and film strip projector	150.00
13.	2 room dividers, 6 feet each, with chalkboard on one side, cork board on the other ($75.00 per unit)	150.00
14.	1 storage box for large blocks, on castors	70.00

15.	12 cubic feet of storage for children's books	60.00
16.	1 magazine rack	50.00
17.	Individual locker spaces for children -- 8" x 12" x 15" per child	100.00
18.	1 rug or carpet (9' x 15')	150.00
19.	1 small refrigerator	150.00
20.	1 small apartment stove	100.00
21.	1 wall clock	20.00
22.	1 American Flag	5.00
23.	1 globe -- 16 inch	20.00
24.	1 wall map of the United States	10.00
25.	1 indoor and 1 outdoor thermometer ($2.50 per unit)	5.00
26.	3 double easels	75.00
27.	1 teacher wardrobe with shelves (36" x 21" x 78")	100.00
28.	1 aquarium	25.00
29.	2 animal cages (12" x 28" x 14" high with exercise wheel)	50.00
	TOTAL	$3,187.00

APPENDIX D

KINDERGARTEN INSTRUCTIONAL MATERIALS AND SUPPLIES -- EXPENDABLE

Science Equipment and Supplies

1 terrarium
1 insect cage
12 jars with wide mouth
4 seed flats
1 pair tweezers
Goldfish, fish food, moss for goldfish
Turtles, turtle food
Pair rabbits, white mice, or guinea pigs

Cocoons, silkworms
Plants in flower boxes
Seeds, bulbs
Garden in play yard desirable
Flowering shrubs growing in yard
Magnets
Magnifying glass (reading glass with handle)
Wheels
Levers

Art Equipment and Materials

Painting Supplies

6 linoleum mats, 27" x 36", to place under easels
2 dozen brushes, rubber set, 1" camel's hair, 12" handle
2 reams, unprinted newsprint 24" x 36"
½ ream, unprinted newsprint 24" x 36", assorted colors
1 dozen clothespins for clamping unprinted newsprint to easels
3 packages cold water paint, 5 pounds to a package, white
2 packages cold water paint, 5 pounds to a package of each yellow, blue, red, green, brown, black
1 package cold water point, 5 pounds to a package of each flesh, magenta, violet
3 dozen paint containers, milk cartons, quart size cut in half, or plastic drinking glasses
6 sponges, for wiping easels and floor

Clay Supplies

2 clay containers, covered stone jars 15" diameter
3 enamel pans for clay
3 trays for finished clay objects
100 pounds clay flour

Drawing and Cutting Supplies

- 7 dozen large crayons
  - 1 dozen each -- red, green, blue, black, grown
  - ½ dozen each -- orange, violet, yellow, pink
- 6 boxes colored chalk, 3⁄4" diameter
- 6 boxes charcoal
- 6 pairs scissors (blunt)
- Paper and tagboard
  - 3 packages construction paper 12" x 18"
  - 1 package each -- yellow, green red, blue, and assorted colors
  - 3 packages Manila paper, 500 sheets each
- 1½ reams Manila tagboard, 18" x 36"
- 1 roll wrapping paper
- 1 roll black pattern paper
- Cloth
  - 1½ yards cotton flannel
  - 10 yards cotton voile
  - 2 yards printed cambric
  - 4 yards unbleached muslin
  - 12 yards cheese cloth
    - Brightly colored lengths of unbleached muslin for dress-up, cut:
    - 1 yard x ¼ yard (for sashes and head dresses)
    - 1 yard x 1 yard (for skirts)
    - triangles from 1 yard squares (for bodices)

Miscellaneous Supplies

- 2 dozen paper bags, assorted sizes
- 3 large boxes paper clips
- 1 box straight pins
- 1 box safety pins
- 1 box pipe cleaners
- 1 box thumb tacks
- 1 box double-pointed tacks
- 1 box rubber bands, assorted sizes
- 1 bottle Arrowhead glue
- 1 bottle LePage's glue
- 1 can Wiggins vegetable glue
- 1 gallon turpentine
- 1 quart denatured alcohol
- 1 quart white shellac
- 1 stapler
- 1 box staples
- 1 punch
- 8 rules, 12"

should be installed at chalkboard height to permit comfortable viewing and use by children.

Floors

Kindergarten floor covering should reduce noise, be easily cleaned, and have long-wearing qualities. The more common materials include vinyl tile and linoleum. Recent research shows that carpeting is generally very practical and desirable as a floor covering. In addition, it is economically competitive with other types of floor covering in most environments. Comfort, quiet, and ease of maintenance are most frequently cited as advantages of carpeted areas, although the purpose here is not to recommend one type of permanent floor covering over another. It is required, however, that either a permanent or movable carpet adequate in size to provide a comfortable gathering space for 25 children be provided.

Restroom and Running Water Facilities

Provision for toilet facilities as part of the kindergarten unit has been almost universally accepted because of problems resulting from having young children utilize facilities in common with older children and because of the need for close supervision. It is not considered necessary to have separate toilets for boys and girls, although dual facilities utilized on an unsegregated basis would be acceptable. The following recommendations have been made by the National Council on Schoolhouse Construction:

> Kindergarten rooms need an adjoining toilet room, equipped with an exhaust fan and a nearby sink. There should be a toilet for about every ten children in the kindergarten. It shall be appropriate to the size of the pupils. The sink should be large, with automatic, tepid water. It is best located adjacent to the toilet area but in the main kindergarten area, to supervise washing. (10:44)

The toilet area should not open directly into the classroom. Illumination should be such that in case of power failure this area will not be in total darkness. Each toilet should be equipped with soap and towel dispensers and a waste paper basket. It is suggested that the lavatory and drinking fountain be located adjacent to but outside of the restrooms to

2 yardsticks
1 quire sandpaper, mixed numbers
6 hands yarn:
    1 each of red, yellow, blue, orange, black

Musical Instruments

Chinese drum
Indian drum
Drum not less than 14" diameter
Bells -- various materials and sizes
Tiny jingle bells fastened to elastic bracelets or anklets
Mexican rattles
Indian rattles
Gourds of various shapes and sizes
Tonal blocks (small wooden boxes of various sizes filled with beads, rice, beans)
1 castanet
10 pairs rhythm sticks
6 tambourines
1 whistle, bird call
Tuned resonator bells
1 Autoharp

Materials for Construction

Hollow Blocks
    4 dozen hollow yard blocks, 12" x 6" x 6"
    4 dozen hollow yard blocks, 12" x 12" x 6"
    4 dozen hollow yard blocks, 12" x 24" x 6"
        (Blocks of soft pine 3/4" thick, finished with coat of orange shellac. For a very durable block for use outdoors all sides of block may be made of 3/4" pine. A lighter block may be made of 3/8" waterproof plywood for two sides and 3/4" pine for four sides)

Floor Blocks

272 pieces 1 3/4" x 2 3/4" x 3 1/2" selected common fir S_4S
196 pieces 1 3/4" x 2 3/4" x 11" selected common fir S_4S
96 pieces 1 3/4" x 2 3/4" x 22" selected common fir S_4S
20 arches 1 3/4" x 2 3/4" x 10" selected common fir S_4S
16 triangles 1 3/4" x 5 1/2" x 5 1/2" selected common fir S_4S
24 triangles 1 3/4" x 7 1/2" x 7 1/2" selected common fir S_4S

72 triangles 1 3/4" x 1 3/4" x 5 1/2" selected common fir S_4S
24 full round 1 5/8" diameter 5 1/2" selected common fir S_4S
24 full round 2 1/2" diameter 5 1/2" selected common fir S_4S
24 full round 2 1/2" diameter 11" selected common fir S_4S

Carpentry

2 workbenches
3 saws, crosscut 12" or 18"
8 hammers
2 C-clamps, 4" or 6" openings
2 screwdrivers, heavy
1 brace, 8"
Dowel bits, extension lip, short 1", 3/8", 1/4"
1 pair scissors, blunt
1 foot rule
1 yardstick
1 ball twine
2 magnets (for gathering up scattered nails)

Dramatic Play Equipment
Furniture and Equipment for Playhouse

1 doll bed, bed linens
1 dresser
1 dining table, 4 chairs, table linens and oilcloth covers or mats
2 sets dishes, tin or plastic
1 set enamel dishes
1 set baking dishes, unbreakable
1 dish cupboard
1 kitchen table
1 laundry set
1 clothesbasket
1 clothesline
2 dozen clothespins
2 washboards
1 iron
3 dustpans
1 towel rack
2 brooms
1 bathinet (for the baby doll)
1 cradle or bassinet (for doll)
1 doll carriage

PERFORMANCE SPECIFICATIONS FOR RELOCATABLE MODULAR KINDERGARTEN CLASSROOMS AND ESTIMATED COSTS

A. Scope

Relocatable buildings referred to in these specifications should have minimum requirements described below.

B. General Requirements

1. Relocatability.

Relocatable buildings should have the following minimum capabilities as to their relocatability:

a. Building units up to a specified size shall be relocatable without dismantling.

b. Building units should be of such design that:
   (1) Building modules may be transported on trailers, dollies, or attached wheels without exceeding 12' in width and 14'6" in height.
   (2) Building modules can be dismantled into components, the total weight of any one component not exceeding 5,000 pounds.
   (3) Building modules can be individually transported without removing light fixtures, cabinets, floor covering, and other installed fixtures, except to the extent necessary for disconnecting modular components.

2. Modification Capability

Relocatable buildings should have the following minimum capabilities as to future modifications:

a. Building modules should be interchangeable in respect to end versus middle module usage.

b. The exterior wall system should be of such design that doors, window, and wall panels shall be interchangeable for future modification.

2 rocking chairs (for children's use)
2 telephones
1 doll piano
3 dolls (washable or capable of being cleaned, and non-breakable)
3 baby dolls (washable if possible, so that child may bathe baby)
Doll clothes (washable, with large fastenings)
3 washable soft toy animals

Accessories to Stimulate Dramatic Play and Expression of Community Interests

2 miniature cash registers (for store play)
2 pair scales (for weighing in houseplay, grocery, or post office)
2 sets animals (fourteen farm animals to a set)
2 doll families
1 dozen pipestem dolls
Automobiles and trucks:
    2 delivery trucks
    2 dump trucks
    1 grocery truck
    1 milk truck
    1 moving van
    1 oil truck
    1 wrecking truck
    4 automobiles, large enough to seat two pipestem dolls
    2 buses
    Trains, large (in which blocks can be handled) engine, tender, gondola, boxcar, caboose
    Doll furniture for miniature houses

Puzzles and Games

3 small block construction sets (different from large blocks listed elsewhere)
2 large bead sets
3 small bead sets
2 peg board and peg sets
5 construction sets (erector, tinker toy, snap blocks, etc.)
20 picture puzzles

KINDERGARTEN PLAYGROUND EQUIPMENT AND INSTALLATIONS

		Estimated Cost
1.	1 set hollow blocks	$200.00
2.	10 boxes of various sizes	50.00
3.	4 assorted trestles or sawhorses, 1 to 4 feet long and 3 to 4 feet long	40.00
4.	10 assorted planks 1 1/8 inches thick, 8 or 10 inches wide and 3 to 6 feet long	50.00
5.	20 assorted building boards 1 inch thick, 4 to 6 inches wide and 3 to 4 feet long	20.00
6.	4 assorted climbing ladders, 2 feet wide and up to 8 feet long	40.00
7.	2 walking planks	10.00
8.	1 set horizontal bars	70.00
9.	1 set of 4 swings, with flexible belt type seats	150.00
10.	2 seesaws of the rocking horse type	50.00
11.	1 slide of either metal or wood	75.00
12.	Wheel toys including: 2 wheelbarrows	35.00
	5 tricycles of 2 or 3 sizes	100.00
	2 wagons	30.00
	2 push trucks (sturdy boxes on large castors)	20.00
13.	10 balls of several sizes, 8 to 16 inches in diameter	50.00
14.	10 jump ropes	10.00
15.	1 sandbox with cover and a supply of tools for digging and constructing in sand	50.00

16.	Storage space for playground equipment (10' x 4' x 4')	100.00
17.	All-weather surface area (900-1000 square feet)	500.00*
18.	Fencing (approximately 42 inches high)	500.00
	TOTAL	$2,150.00

*Estimated for concrete surface.

APPENDIX F

c. Building units should be of such design that future additions to an existing installation can be made in units not exceeding 400 square feet.

C. Construction Requirements

1. Ceiling Height
Standard ceiling heights should be a nine feet (9') to the underside of the ceiling, except in toilet rooms where standard ceiling height is eight feet (8') and where specifically designated, but not to be less than seven feet, six inches (7'6") minimum in any circumstances.

2. Partitions Dividing Interior Space.
All interior partitions should be curtain wall type, with finish as specified under section "Finishes". Sound transmission of toilet room walls should be a minimum of STC 40, and sound transmission of other interior partitions should be a minimum of STC 32. Sound measurements shall be in accordance with ASTM E90-61T.

3. Toilet Room Wall Construction
Provide wall construction for all wall-hung plumbing fixtures that will hold fixtures securely with a 200-pound load applied to each fixture, and which meets U.P.C. standard approval.

4. Duct Work
No exposed air ducts should be permitted unless indicated otherwise. Conceal ducts above finish ceiling or provide furring with acoustic ceiling tile. Furring size must be uniform within each room.

5. Plumbing
No exposed plumbing supply, waste or vent lines should be permitted in toilet rooms. Exposed vents will be allowed in exceptional circumstances if the contractor's standard wall construction would not allow vents to be concealed.

APPENDIX E

6. Roof Overhang
   Provide overhangs in spans and in locations as desired to maximum of 8' on one side.

7. Interior Mechanical and Electrical Equipment
   No mechanical and electrical service equipment should be installed in building interior, except electrical panels within walls, duct work on ceilings and other items indicated as located within buildings.

8. Watertightness
   Workmanship and materials should be such that buildings will be weather-tight and watertight throughout.

D. Structural Module

The basic structural module should be a 10 foot by 32 foot room area, to be prefabricated in separate floors, roofs, and wall panels, that can be erected as a basic module and be connected in modular quantities.

E. Kindergarten Classroom

Four 10 foot by 32 foot modules grouped into a four module block will produce the area required for a kindergarten classroom. Eight of the basic modules could be combined to provide two kindergarten classrooms, sixteen modules could be combined to provide a cluster of four kindergarten classrooms.

F. Construction Materials

1. Suggested Floor Construction
   Floor Framing: Should be of light guage steel framing, made up of four 2" x 6" x 32' box beams, two 6" x 6" x 10' box beams and six 2" x 6" x 3' box beams welded together to form 10' x 32' modular floor section.

   Sub Floor: Should be 1 1/8" T & G DFPA plywood.

   Insulation: Should be standard thick glass and mineral fiber blanket insulation installed between floor beams, with aluminum foil vapor barrier toward finish floor side. Amount of insulation to be determined by degree of protection required by local climatic conditions.

Finish Floor: Each to maintain B grade (minimum) 1/8" thick vinyl asbestos floor tile.

2. Suggested Wall Panel Construction
Panel Construction: 2" x 3" wood studs at 16" OC with 3/8" exterior grade fir plywood both sides and 2 1/2" insulation C/W vapor barrier in between. To be glued and laminated by hot press to form stress skin panel.

   Exterior Wall Finish: Should be heavy fiberglass position bonded overlaid 3/8" plywood of stress skin panel.

   Interior Wall Finish: Should be minimum 20 ounces vinyl over 1/2" firtex backing glued to 3/8" plywood of stress skin panel.

3. Suggested Roof Panel Construction
(A 9 foot clear ceiling height is suggested for the module units.)

   Basic Roof Framing: Light gauge steel framing similar to floor framing.

   Roof Deck: 3/4 inch T & G DFPA plywood roof deck covered with built-up roofing with 2 inch styro-foam insulation glued to inside. Amount of insulation to be determined by degree of protection required by local climatic conditions.

4. Suggested Restroom Wall Panel Construction
Panel Construction: Same as exterior stress skin panel construction except classroom side to be vinyl over 1/2" firtex and interior side of restrooms to be same type impervious material floor to ceiling.

5. Suggested Exterior Door Specifications
Classroom Doors: Should be two in number with minimum specifications of 3' wide by 7' high, 1 3/4" thick, solid core wood or hollow core steel. Classroom doors should swing out and should be equipped with push-bar (panic-type) hardware, pneumatic door closer and aluminum threshold.

6. Suggested Interior Door Specifications
Restroom Door: Should be minimum of 3' wide by 7' high and 1 3/4" thick. Door should not lock.

7. Suggested Windows Specifications
Windows should be installed on one long exterior wall. Aluminum sliding windows would be desirable with one sash removable from the inside of the classroom modules as a safety feature. The window glass area should meet or exceed 10% of the floor area, with 50% of the total window area ventilating. Sills should be 24" above the floor.

8. Suggested Exterior Porch Assembly
In the interest of safety, it is important to keep the modules as close as possible to the ground. Module floors should be supported on longitudinal concrete mudsills exposed above the ground. In areas where excessive moisture is present, the modules should be raised a minimum of 12" to 18" above the ground.

   Two prefabricated porches, porch railings and stair assemblies (or equivalent permanent construction) should be attached to the modules at both exterior classroom exits.

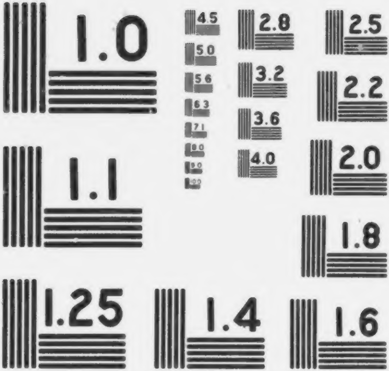
9. Suggested Electrical Specifications
Classroom lighting: See Educational Specifications (Appendix B).

   Restroom Room Fans: Exhaust fan vented to exterior should be provided in each restroom.

   Restroom Lighting: One overhead surface mounted light fixture should be provided in each restroom.

   Wiring and Circuit Cabinet: Electrical engineers should determine specifications for circuit cabinet, breaker requirements, and wiring.

10. Suggested Heating and Ventilation Specifications
Heating Units: The heating units should provide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a minimum of 70,000 BTU output. Units should be exterior wall mounted and ducted into classroom with proper insulation and sound deadening material. The heating units may be oil, natural or bottled gas or electric.

Heating and Air Conditioning: (Supplied where required in geographical areas needing such thermal control.) The heating units should provide 70,000 BTU heat output and 35,000 cooling output. Units should be exterior wall mounted and ducted into classroom with proper insulation and sound deadening material.

Duct Work: All supply ducts should be 28 gauge galvanized. Location of duct work should be decided by heating engineer.

Ventilation: Design should allow for fresh air induction and circulation. Restroom exhaust should be vented to outside.

11. Suggested Specifications for Plumbing
Hot Water Heater: The hot water heater should be 20 gallon, glass lined, gas fired or equivalent.

Restrooms: The toilet closets (2) should be juvenile type. The seats should be split seats, solid plastic, with built-in check hinge. The color of the toilet closets should be white. All fixtures should be wall mounted for ease of cleaning.

Lavatories: The lavatories (2) should be 16 inch by 24 inch; acid resistant cast iron; white. Lavatories should be installed in classroom modules outside of restrooms and mounted in counter top 22 inches above the floor. Counter top with cabinets below should be minimum of 24 inches deep and 8 feet in length.

Drinking Fountains: Drinking fountain should be individual unit, 12 inch by 8 inch with non-squirting bubbler head, self-closing control valve adjustable for continuous flow;

Construction Costs	Unit	Unit Cost
Buildings	SF	$12.00
Erection	SF	2.00
Transportation	SF	4.00
Total	SF	$18.00

Total Construction Cost (1280 square feet @ $18.00 per SF) $23,040.00

Total Estimated Foundation and Construction Cost $23,472.00*

*For schools where air conditioning is a requirement, an additional $300.00 should be added to the cost of a classroom.

Narimasu Dependents School (Bldg. 1660)

1. Repair floors
2. Paint interior wall and ceiling surfaces 300.00

Sasebo Dependents Schools

1. Remove non-usable building at rear of King Elementary School 5000.00

Tachikawa Dependents Schools (Bldg. 3554)

1. Convert one of the extra classrooms to rest room facilities. Two rest rooms, each containing minimum of six stools and six lavatories.
2. Extend water lines to each classroom and install a sink and drinking fountain in each room. 8500.00

District III

Clark Air Base Dependents Schools

1. Remove buildings 3095, 3096, 3097, 3099 from present site. 4000.00

District V

Midway Island Dependents Schools

1. Extend water lines into kindergarten classroom and install sink and drinking fountain.
2. Repair interior wall and ceiling surfaces.
3. Paint interior wall and ceiling surfaces. 450.00

Atlantic Area

Azores Dependents Schools (Hospital Annex)

1. Rearrange interior walls to provide four classrooms which meet recommended educational specifications (Appendix B).
2. Extend water lines to each classroom and install sink, drinking fountain, and rest room facilities.
3. Install fluorescent lighting in classrooms to meet educational specifications (Appendix B).
4. Lower window height. 25,000.00

European Area

District III

Harrogate Dependents Schools

1. Extend water lines into nursery school classroom in Old Dependents School and install sink and drinking fountain.
2. Install chalkboards, tackboards, and cabinet work as specified in educational specifications (Appendix B). 750.00

District V

Sigonella Dependents Schools

1. Remove interior partition between two first floor classrooms in elementary school and combine two areas into one large classroom.
2. Install air conditioning unit.

and automatic volume regulator or drinking fountain should be incorporated as component of lavatory fixtures.

12. Miscellaneous Equipment to be Included in Three Module Unit

Chalkboards and Tackboards: Should be mounted on interior walls. See Educational Specifications (Appendix B) for amounts.

Restroom Equipment: A toilet tissue holder should be installed in each toilet closet.

Lavatory Accessories: A paper towel dispenser and a soap dispenser should be mounted near lavatories.

Coat Racks and Shelving: Fifteen (15) linear feet of 1 x 12 inch shelving should be provided at 4 feet height, properly supported by shelf brackets. Twenty-five combination hat and coat hangers should be provided under 1 x 12 inch shelving.

Cabinets and Work Surface: Fifteen linear feet of closed storage cabinets, 22 inches high and 24 inches deep, with adjustable shelving should be installed below the windows. The top of the cabinets should provide a work surface which is stain resistant and durable.

Window Seats: Fifteen linear feet of window seats (15" high) should be available.

G. Cost Estimate for a Relocatable Modular Kindergarten Classroom

Foundation Cost	Unit	Labor	Material	
Concrete Footings* 144 LF per classroom equivalent.	LF	$1.00	$2.00	
Total Concrete Footing Cost per four module unit				$432.00

APPENDIX G

COST ESTIMATES FOR MODIFICATION OF AVAILABLE KINDERGARTEN CLASSROOMS

Pacific Area

District I

Hakata Dependents Schools (Bldg. T-600)

1. Remove interior partition between two classrooms so open area which meets educational specifications is available. (1250 sq. ft. - Appendix B)
2. Cover wood floor with vinyl tile.
3. Paint interior wall and ceiling surfaces of classroom.
4. Install fluorescent light fixtures to meet educational specifications (Appendix B) $1450.00

Johnson Dependents Schools (T-551 B)

1. Remove partitions between Rooms #1 and #2.
2. Install partition at end of Room #3 to create corridor between Rooms #2 and #3.
3. Install exterior exit to playground at end of above corridor.
4. Remove partitions between Rooms #3, #6, and #7 and divide total area into two classrooms by installing partition in center of open area.
5. Install partition in lobby of rest room with each rest room receiving half the space.
6. Install one additional stool and sink in each rest room.
7. Extend water lines to each classroom and install sink and fountain in each. 6000.00

3. Install permanent cabinet work as specified in educational specifications (Appendix B). 1300.00

Vicenza Dependents Schools

1. Extend water lines into two of the military portable units adjacent to the school and install a sink and drinking fountain in each.

2. Cover floors with vinyl tile in the three available military portable units.

3. Install air conditioning units in the three available military portable units. 3500.00

Wheelus Dependents Schools

1. Install air conditioning units in two kindergarten classrooms. 600.00

District VI

Aschaffenburg Dependents Schools

1. Remove interior partitions between three classrooms housing private kindergarten and nursery school.

2. Install one partition which will divide the total area into two classrooms.

3. Cover floors with vinyl tile in two new classrooms.

4. Install exterior exit in new classroom which does not have one presently.

5. Extend water lines to kindergarten classrooms and install sink and drinking fountain in each. Rest

room facilities should be installed in each classroom, if possible. 3700.00

Hersfeld Dependents Schools

1. Extend water lines into kindergarten classroom and install drinking fountain and sink. Install rest room facilities in classroom, if possible. 1000.00

Frankfurt Dependents Schools #1

1. Repair floors and ceilings in building housing private kindergarten.
2. Paint interior wall and ceiling surfaces of building housing private kindergarten.
3. Extend water lines to private kindergarten building and install sink and drinking fountain in each room. 1500.00

Wildflecken Dependents Schools

1. Install a second exit from kindergarten concrete quonset building.
2. Extend water lines to kindergarten building and install drinking fountain, sink, and rest room. 1500.00

District VII

Amberg Dependents Schools

1. Repair and paint plaster ceiling of kindergarten classroom.
2. Extend water lines to classroom and install drinking fountain, sink, and rest room facilities. 1100.00

Bad Kissingen Dependents Schools

1. Extend end wall of building and enlarge kindergarten classroom to 1250 sq. ft.

2. Extend water line to classroom and install rest room facilities, drinking fountain, and sink. 8500.00

Illesheim Dependents Schools

1. Extend water lines into kindergarten classroom in elementary school and install sink and drinking fountain. 500.00

Vilseck Dependents Schools

1. Extend water lines into Room 111 at school annex and install sink and drinking fountain. 500.00

District VIII

Bad Godesburg Dependents Schools

1. Extend water lines into two kindergarten classrooms and install sink and drinking fountain in each. 1000.00

Berlin Dependents Schools

1. Extend water lines into five kindergarten classrooms and install drinking fountain and sink in each. 1500.00

District IX

Idar Oberstein

1. Extend water lines to kindergarten classroom and install drinking fountain and sink. 800.00

District X

Oberammergau Dependents Schools

1. Cover floor of the kindergarten classroom with vinyl tile.	250.00

District XI

Heidelberg Dependents Schools #1

1. Remove two interior partitions between three available kindergarten classrooms at elementary school.	
2. Install one interior partition dividing open area into two equal classrooms.	
3. Install acoustical ceiling.	1200.00

Heilbronn Dependents Schools

1. Repair plaster walls and acoustical ceilings in three classrooms presently utilized by private kindergarten.	
2. Paint wall and ceiling surfaces in all three classrooms	350.00

Worms Dependents Schools

1. Extend water lines to kindergarten classroom and install sink and drinking fountain.	
2. Cover interior walls with wall board.	
3. Paint wall board.	750.00

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